

THE
OPEN DOOR LANGUAGE SERIES
COURSE BY GRADES
THIRD GRADE

BY

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FOREWORD

Purpose. This book, which is intended for the third year in the elementary school, has been written to meet the demand for a text closely adapted to the actual conditions of the modern schoolroom. It is simple, childlike, stimulating, and thorough.

The Open-Door point of view. As the name of the series suggests, the book is an open door to self-development for each child, no matter what his native endowment may be. It endeavors to conserve ability in the use of language which is frequently lost when adult standards are prematurely thrust upon pupils and when all pupils are expected to fit into the same mold. It allows a child to be a child and to speak in a way that is natural to him; moreover, by assisting him in tasks which are self-determined, it gives him an opportunity to develop his own individual type of mind. The book thus strives for a hundred per cent efficiency in teaching in place of the fifty per cent¹ or less obtained by methods that take into consideration only pupils of average ability.

Scientific basis. The evolution that takes place in a child's use of language is a striking one. It runs from the simple spontaneous chronicle of early childhood, through the dramatic speech of succeeding years to the logical, somewhat reflective discourse of boys and girls entering their teens. In order to fit the work closely to these various stages, the book uses standards that have been derived from extensive investigations.

Social value. To be of value, a training in English must be considered as inseparable from a training in thinking and in living. The lessons in the book are therefore based on interesting group activities that stimulate thought, develop personal initiative, and promote a spirit of coöperation.

Emphasis on thought. Power in the use of language is de-

¹ See the *Twenty-Fourth Yearbook of the National Society for the Study of Education*, Part II, page 24.

veloped primarily through an effort to express ideas, not to illustrate form. For this reason all technique in the series is taught as a useful tool and not as an end in itself. The book is written with the thought content in the foreground.

Conversation. Since the chief use that the majority of people have for English is in the give-and-take of everyday conversation, the book lays particular emphasis on this phase of the subject.

Oral work as a basis for written work. As in the first two grades, the pupils are given an idea of composition and correct usage through the flexible medium of spoken language before they are required to write.

Good usage. To insure thoroughness in teaching correct usage, the book limits the field for each grade and provides a large number of games for practice, as well as recurrent and cumulative tests. The errors chosen for correction are those that have been found to be prevalent throughout the country.

Three-assignment plan. The book encourages pupils to find their own tasks, but as an aid in so doing it frequently suggests types of work of three grades: one type that can be done with profit by slow, immature, and unimaginative children; a second type that appeals to the creative instinct of pupils near the class median in ability; and a third type that calls forth the initiative and thought power of the most advanced pupils. By this plan each child, while working on the highest level of his ability, is able to find tasks that are both appealing and profitable.

Attractiveness and thoroughness of drill work. All drill work in the book is made to move rapidly and to be enjoyable. The field is limited to the topics that are the most essential. A subject once touched upon is met with again and again until it is mastered.

Program for individual work. The work in each grade is divided into distinct units, or chapters. This makes it possible for pupils, in schools where individual programs are desired, to follow this plan in form study and correct usage.

Composition score. The text for each grade includes a composition score by which a pupil may measure his work. These

scores, together with the summaries and tests throughout the book, are diagnostic in character.

The Teachers' Manual. The Teachers' Manual contains many helpful suggestions regarding class management, story-telling, dramatization, and memorizing. Besides these it furnishes four sets of analyzed composition scales. The latter enable a teacher, in the first place, to measure the general merit of the compositions given by her class; and, in the second place, to measure the ability of her pupils to organize their ideas, to use simple rhetorical devices, and to construct effective sentences.

Standards. The standards used in the text are the result of an extensive investigation to which many teachers from different parts of the country contributed.

BRIEF SUGGESTIONS TO TEACHERS

I. CLASS WORK

To make yourself familiar with the plan of the book, look it through, paying particular attention to the summaries at the end of each part; then study the Teacher's Manual.

In general divide into two sections the lessons containing composition and related form study. Give the section on composition at some time during the day when the minds of the pupils are fresh. Give the other section at any time when a drill period fits into the program.

To keep the spirit of the class unified and the work moving at a lively pace, read the directions in the book aloud to the pupils whenever in conducting a lesson you deem it helpful.

See that all children take part in the work. In the class conversation in particular, encourage the slow and shy pupils to make contributions and thus help them to gain confidence in themselves.

Without commenting on the difference in ability among pupils, keep each child working at his highest level.

Make sure that all work fulfills a twofold purpose; namely, a development of thought and a mastery of form. Encourage

spontaneity in the pupils, but do not permit aimless talking or careless composition.

Avoid artificiality in the work. Make the pupils realize that they are talking and writing to communicate ideas. Before criticizing a composition, for example, for its organization, see that it is judged by the value of the information that it contains, or by the degree of entertainment it affords. Measure it first by its content, and later from the standpoint of technique

Create a pleasant, sympathetic atmosphere in the classroom so that all pupils are stimulated to do their best work. Regard yourself as both hostess and teacher. Point out merit rather than defects. See that courtesy prevails and that every one has a happy as well as profitable time.

II. SUPERVISED STUDY

The drill work in the book is arranged (1) so that it may be taken by the entire class in connection with the work in composition; or (2) so that, in schools where it is desired, it may be covered by pupils individually, each child progressing at his own rate of speed. In following the program for individual work (pages 135-137), see that pupils keep all work in a notebook and that each exercise upon its completion is checked immediately by pupils appointed as helpers. Go over the notebooks frequently to discover the pupils' difficulties and so that you may give the members of the class individually and collectively the work needed

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AIMS. To establish in pupils the following habits: (1) talking freely but courteously and to the point; (2) composing all talks and stories; (3) expressing ideas clearly and graphically but in a childlike way; (4) recognizing the sentence as a unit of thought; (5) judging a composition both by the value of the ideas it contains and by the effectiveness of its form; (6) using words correctly; (7) enunciating clearly; (8) making all written work neat in appearance and correct in form; (9) "proof-reading" all written work.

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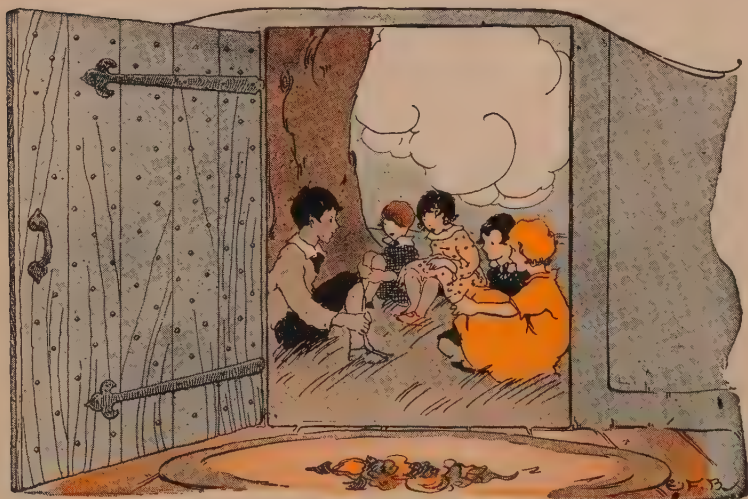
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THE OPEN DOOR LANGUAGE SERIES

THIRD GRADE



FOREWORD TO BOYS AND GIRLS

Dear Boys and Girls,

This book contains many games that you will like to play and some jolly plans for story-telling. It will teach you how to use English correctly in your everyday conversation and how to interest others when you tell stories and play games.

We hope that each time you open the cover, you will feel that you are opening a little door to ways of improving yourselves, of sharing good times, and of being of help to others.

The Authors



THE OPEN DOOR LANGUAGE SERIES

THIRD GRADE

Chapter I — SHARING FUN

1. Choosing a Game

[Conversation]

Round and round, under a "bridge," boys and girls are marching, singing as they go. Tell, if you can, what game they are playing.

Think of other good games to play. Which games do you like to play on a warm day? Which are better for a cold day?

Guess what is happening:

1. The one who is It covers his eyes and stands at the goal. He counts while the other players hide. The first one caught must be It in the next game.
2. The players stand at trees or try to change places. The one who is It goes from one player to the next, watching all of the time for a place to which he may run. He says to each, " — wants a corner."
3. The boys in the game choose captains and form sides. They have two goals and play with a large oval ball. Each side tries to keep the ball from its own goal and get it to the other one.

[Making a story understood]

Tell about the game that you like to play best, but do not give its name. Let the class guess what it is.

After you have listened to what others have to say, think over the talks carefully, and then try to answer this question: Which boys and girls told about their games in a way that made you wish you were playing them?

Read these talks given by other children. Which one sounds interesting and is easy to understand because it makes a story?

Sometimes at recess we run races. We stand in line at the starting place. When some one says, "One, two, three, go!" we all run. The first to get to the goal wins the race.

I like to run races. I like to play ball. I like to play tag. I like to run and jump.

From day to day, whenever you think of a game that your class would enjoy, be ready to tell about it.

Try to make all of your talks easy to understand. Choose something that will interest others, and make a real story of what you have to say. Do not give a long list of sentences that begin with the same word and sound alike.

2. Finding a Good Place for Play

I

[Conversation]

1. A brook makes a good place for wading, for sailing a little boat, and for playing in the sand. What places do you know that are good for other kinds of play? Which are near your home?

2. In which of the places named in the list on page 3 should you like to play best on a pleasant



day? What would you do there? Which would you choose for a rainy day?

A yard where there are trees to climb and bushes to hide behind

An open field

A playground where there are slides, teeters, and swings

A workshop or storeroom where there are some tools and a bench

A playroom in which there are puzzles, games, toys, and books

3. Tell why a busy street is a bad place in which to play ball or to use for roller-skating.

4. Why are these places dangerous ones for play?

A railroad track

An unfinished building

A high window
which is open

The bank of a deep river
or pond

[Making a story understood]

5. Be ready to tell your class a story. If you wish, you may tell about the place in which you like best to play and what you play there; or, you may give a talk warning others against playing in dangerous places.

6. Before giving your talk, think it out carefully.

7. As you listen to what others have to say, decide which ideas you can use in your own play.

8. Ask questions of the children whose stories you do not understand.

II

[Review. Writing a statement]

9. Some streets are dangerous. At which streets should you look out for automobiles? Write their names on the board and so help your class remember the streets.

10. Where are capitals used in these sentences? Where is a period used?

Henry and Arthur live on Main Street.
They play in Forest Park.

11. A sentence that tells something is called a statement. Write a statement like this one:

It is not safe for me to play near Broad Street.

12. Remember these rules:

Begin the first word in a sentence with a capital.

Begin all names with capitals.

Place a period at the end of each statement.

13. Tell how to complete these statements:

We live in the town (or city) of ____.

The name of our school is ____.

Our school is on ____ Street (or Avenue).

It is not safe for boys and girls to play in ____ Street.

14. Write on the board the names used in the blanks. Learn to spell each one.

[Written exercise]

15. Copy the sentences, filling in the blanks, and then read your sentences to make sure that you have written them correctly.

3. Using Words Correctly

[Review. Common errors]

1. In order to speak correctly, many boys and girls need to be on their guard about the words printed in heavy black type in the Mother Goose rhymes on page 6. Read the rhymes and tell what the words are.

2. Learn the rhymes if you do not already know them. Use them to remind you of the correct words.

3. What words besides those given in the rhymes should you watch in your speech?

4. In Exercise 5 on page 7 is a list¹ of correct forms for common errors. If you make any of the errors, try to correct yourself before any one else has a chance to do so.

¹ This list takes for granted that the pupils know that they should never say *youse*, *yourn*, *his'n*, *hissself*, *this here*, *that there*, and *them things*; and also that they have in previous grades been taught not to use *says* for *said* nor *give* for *gave*.



*I saw a ship a-sailing,
A-sailing on the sea;
And oh! it was all laden
With pretty things for thee!*



*I had a little boy
And called him Blue Bell.
I gave him a little work, —
He did it very well.*



*Said the pie man to Simple
Simon,
"Show me first your penny."
Said Simple Simon to the pie
man,
"Indeed, I haven't any."*

5. Be sure at all times to say:

I saw it (not *I seen it* or *I see it yesterday*).¹

I haven't it (not *I haven't got it* or *I aint got it*).¹

Father came home early (not *Father come home early*).³

I haven't any or **I have none** (not *I haven't none* or *I haven't got none*).²

Tom and I went (not *I and Tom went* or *Tom and me went*).²

I did it (not *I done it*).³

6. Make a list of all the words printed in heavy black type and take it home with you.

[Writing a note]

7. After your list is written, plan a note like this one:

Dear Mother,
I am trying
to use the words in
this list in place of
wrong ones. Please
help me with them
at home.
With love,
Henry

8. Notice the pattern of the letter. The line under *Dear Mother* is set in from the margin. The words *With love* begin at the middle of the line. The word *Henry* is set in farther than the word *with*.

This mark (,) is called a **comma**.

9. Find two commas in the letter.

10. As you write the note, be careful of its pattern. Try to make the spaces so even and the writing so clear and neat that both

¹ Errors allotted to the first grade for self-correction.

² Errors allotted to the second grade. ³ Errors allotted to the third grade.

your mother and your teacher will be proud of the note when they see it.

[Proof-reading]

II. Read your letter to make sure that there are no mistakes in it. Ask yourself questions like these: Have I used a capital for the first word in each sentence and for each name? Have I used commas and periods where they are needed?

4. Two Games to Play

Be ready each day, whenever you have three or four spare minutes, to play one of these games.

[The use of *have* and *haven't*]

GO TO YOUR NEXT NEIGHBOR. In playing Go to your Next Neighbor, the leader asks the players in turn for different things, such as sugar, tea, coffee, bread, butter, flour, and crackers. When the leader asks, "Will you lend me some sugar?" the player must be careful to say, "No, I haven't any. You will have to go to your next neighbor." The point of the game is to see if the leader can ask questions around the class without any one's saying *I haven't got any* or *You will hafta*. The number of mistakes is counted each day and written on the board until the record is a perfect one.

[Saying *I saw*]

FOLLOW THE LEADER. The leader stands before the class and names the actions given in the list below. He begins the game by saying, "I went to the coun-

try. I saw a rabbit hiding in the bushes." The player called upon must name another action made by a rabbit. He may say, "I saw a rabbit nibbling lettuce" or, "I saw a rabbit running from a dog." The leader then says, "I saw a squirrel gathering nuts." For each statement the leader makes about an animal, the player called upon must make another. Any one who names a wrong action or who uses *seen* for *saw* must stand by his seat. If a player makes a mistake and the leader fails to notice it, another leader is chosen.

- | | |
|-------------------------------------|------------------------------------|
| 1. A rabbit hiding in the bushes | 10. A robin fighting a blue jay |
| 2. A squirrel gathering nuts | 11. A hen scratching for food |
| 3. A bird flying overhead | 12. A mouse gnawing a hole |
| 4. A crow sitting on a tree | 13. A dog burying a bone |
| 5. A cow lying down | 14. A cat catching mice |
| 6. A horse galloping across a field | 15. A kitten playing with its tail |
| 7. A pig gobbling its food | 16. A field mouse nibbling grain |
| 8. A calf waiting at a gate | 17. A pigeon eating grain |
| 9. A lamb looking for its mother | 18. A sparrow feeding its young |

5. Taking a Trip

[Conversation]

1. With a good-bye to our friends we are off for a trip. Sometimes we go to visit cousins or old friends and sometimes we go just for a ride in a train, on a boat, or by automobile. Tell where you have been and how you went.

2. Help your class to think of pictures to make of the trips the boys and girls have taken. Some one who has ridden in a train may make a picture of a train. Some one who has visited on a farm may draw a farm scene. What can others do?

3. Plan a story to go with your picture and then draw your picture. In your story, if you wish, you may tell where you went, what you did, and what you liked best.

[Courtesy in story-telling]

4. To make sure that every one sees your picture, stand before your class, and hold your picture high.

5. To make sure that every one enjoys your story:

Stand quietly.

Speak loud enough to be heard.

Make your story interesting.

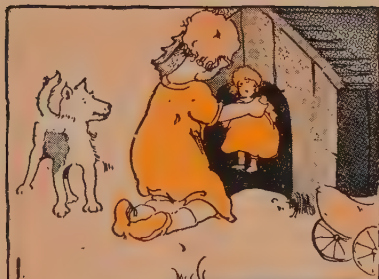
6. To be helpful when some one else is telling a story, sit quietly and keep your attention on the speaker. Show that you are ready to enjoy what he says.

6. Playing with a Pet

I

[Conversation]

1. On page 11 you will find pictures of Marjorie and her dog Ruffles. One day Marjorie decided to use Ruffles' kennel for a doll house. She put her doll into the kennel and then went for her doll furniture. Of course Ruffles did not like to have his kennel used in this way. What did he do the minute Marjorie's back was turned? What do you think Marjorie said to Ruffles when she came back and found that her doll was gone? Tell from the pictures what happened next. After putting the doll back into the kennel, why did Marjorie put the dog into the doll's cart? What do you think she said to Ruffles as she put him into the cart?



E.F.B.

2. Have you ever known a dog to be jealous? Have you ever seen a dog do a clever trick? What cunning thing have you seen some other pet do?

[Making a story understood]

3. Be ready to tell the class a story. You may tell about your own pet or about one belonging to some one else; or, if you prefer, you may tell about Marjorie and Ruffles. Make your story a real story about some one thing that happened.

II

[Review. Writing a question]

4. You may have questions in mind that you would like to ask those who own pets. Perhaps you would like to know what kind of dog one child owns, what another child feeds his rabbits, and what some one else did to make his pigeons so tame. If your teacher is willing, you may plan a Question Box. Every one who wishes to do so is to write a note like this one and put it into a box placed on the teacher's desk.

Dear Tom,

How did you make your pigeons so tame?

Henry

Notice the mark (?) at the end of the question.

5. In writing a note, be sure to keep this rule in mind:

Place a question mark at the end of a question.

6. After the notes are written, ask your teacher to read the questions and call for the answers.

7. A Question and Answer Game

[Composing in separate sentences]

1. In playing this QUESTION AND ANSWER game, any one called upon must choose a set of questions and make a story from the answers. A player who uses the word *and* to connect his sentences is "caught."

1. What kind of place should a dog have in which to sleep? What should he have to eat?

2. What are cats good for? What care should they have?

3. How does an old cat carry her kittens? Where does she hide them?

4. What fun can you have with a puppy? What do you do with a kitten? Which pet do you like to play with better?

5. What food should a canary be given? How often should it have fresh water? Where should its cage be hung?

2. Read these questions and the story. How many questions are given? How many sentences are there in the story?

Questions

What kind of friend does a dog make? Where will he follow you? When you are in danger, what risk will he take to save your life?

Story

A dog makes a good friend. He will follow you wherever you wish to go. When you are in danger, he will risk his own life to save yours.

[Paragraph form]

3. Choose one set of questions in Exercise 1 and write a story from the answers. Use the pattern

shown on page 128. Write your name in the upper right-hand corner. Set in from the margin the first word of the first sentence. Leave a space between the sentences equal to the width of the letter *m*.

4. Give your story to your teacher so that, if it is a very good one, she may hang it where other children may see it and be helped by it.

8. For the Story Hour

I

[Learning to study]

1. This story about Robin Redbreast tells how old Gray Pussy-Cat and Robin's other enemies tried to catch him. Do you think any of them were able to do it? Read the story to find out just what happened.

WEE ROBIN

There was an old gray pussy-cat that went down to a water-side. There she saw Wee Robin Redbreast hopping on a briar bush.

Gray Pussy-Cat asked, "Where are you going, Wee Robin?"

Wee Robin answered, "I am going to the King to sing him a song this good morning."

Gray Pussy-Cat said, "Come here, Wee Robin, and I'll let you see a bonnie white ring around my neck."

But Wee Robin said, "No! no! old Gray Pussy-Cat. No! no! You may show it to a little mouse, but not to me."

Wee Robin flew away until he came to a thorny bush and there he saw Gray Greedy Hawk sitting

on a branch. Gray Greedy Hawk asked, "Where are you going, Wee Robin?"

Wee Robin answered, "I'm going to the King to sing him a song this good morning."

Gray Greedy Hawk said, "Come here, Wee Robin, and I'll let you see a bonnie feather in my wing."

But Wee Robin said, "No! no! Gray Greedy Hawk. No! no! you may show it to a little chicken, but not to me."



Wee Robin flew away until he came to a hole near a rock, and there he saw Sly Fox sitting.

Sly Fox asked, "Where are you going, Wee Robin?"

Wee Robin answered, "I'm going to the King to sing him a song this good morning."

Sly Fox said, "Come here, Wee Robin, and I'll let you see a bonnie spot on the tip of my tail."

But Wee Robin said, "No! no! Sly Fox. No! no! you may show it to a little rabbit, but not to me."

Wee Robin flew away till he came to a bonnie brookside, and there he saw Wee Laddie sitting.

Wee Laddie asked, "Where are you going, Wee Robin?"

Wee Robin answered, "I'm going to the King to sing him a song this good morning."

Wee Laddie said, "Come here, Wee Robin, and I'll give you a bit of oat cake out of my pouch."

But Wee Robin said, "No! no! Wee Laddie. No! no! You may give it to little fish but not to me."

Wee Robin flew away until he came to the King and there he sat on the window sill and sang the King a bonnie song. And the King said to the Queen, "What shall we give to Wee Robin for singing us this bonnie song?"

The Queen said to the King, "I'll give him a strand of my hair for his nest."

Wee Robin was greatly pleased, for the Queen's hair was soft and golden and very beautiful. So he flew away home with the golden strand of hair and wove it into his nest to make it soft for the blue eggs and for the young birds when they were hatched.

2. Be ready to tell some one thing that happened in the story.¹ Let your classmates tell other things.

[Dramatizing a story]

3. Think out a plan for playing the story. Decide how many boys and girls it will take and just what each is to do.

4. Find out who can whistle well enough to give Wee Robin's song at the King's window.

5. Choose some one to be Wee Robin and others to

¹ Game. Tell One Thing. Exercises like this one (Exercise 2) throughout the text will be found helpful in developing an idea of the sentence. They may be regarded as a game and called *Tell One Thing*. No attention should be paid to the order in which the thoughts are given. The only rules to be observed are (1) that the thought expressed shall be one that no one else has expressed, and (2) that it shall be given in a single complete sentence. The game should move rapidly and be enjoyed by all.

be Gray Pussy-Cat, Gray Greedy Hawk, Sly Fox, Wee Laddie, the King and the Queen.

6. Decide what places in the schoolroom can be used for the different places in the story; then play the story.

II

[Telling a story in relays]

7. After you have played the story, be ready to tell it in relays. Have one person tell the first part, another the second part, and so on to the end. Try to show how each bird, animal, or person spoke. If you do well in this, perhaps your teacher will let you invite a guest to hear the story told and to see it played.

[Making up a story]

8. Try to help your class make up a story like *Wee Robin*. If you wish, you may tell about Little Gray Rabbit starting out to visit his mother in the Briar Patch to let her know where there are some fresh cabbages; or you may tell about a squirrel on his way to an oak tree. Decide whom the rabbit or squirrel is to meet and what each is to say; then be ready to tell a part of the story.

9. Choosing a Way to Entertain the Class

[Free review period]

Choose from this list something to do and see how well you can entertain the class. Prepare your part carefully and, before you give it, get some one at home to listen to it.

a. Tell a story, new to the class, about playing with a pet.

- b. If you are a girl, tell about playing with a doll.
- c. If you are a boy, tell about playing with your engines and trains or with something else that you enjoy.
- d. Tell a story about a good time you have had away from home.
- e. Recite a poem that you learned in the second grade.
- f. Read a short story that you made up at home.
- g. Help others to tell a story, each giving a part.
- h. Help others to act a story.

Do you remember the directions for helping the class enjoy a story? Try to give the directions; then turn to Exercise 5, page 10, to see if you had them right. In taking part in the program, be sure to keep the directions in mind.

10. Review and Summary

I

[Pronunciation of words]

1. In this list are some of the words that you use often. Make sure that you can pronounce them correctly. Say:

can (not <i>kin</i>)	last night (not <i>las night</i>)
can't (not <i>kent</i>)	have to (not <i>hafto</i>)
just (not <i>jes</i> or <i>jest</i>)	I don't know (not <i>I dunno</i>)
white (not <i>wite</i>)	You and I (not <i>you an I</i>)

2. Practice reading these sentences until you can pronounce the words correctly:

Just before I went to bed *last night*, my kitten wandered away. I *can't* find it. Have you seen it? It is a black *and white* kitten.

3. Ask your teacher to let you carry on some telephone conversations. Use a toy telephone or pretend that rolls of paper are the parts of a telephone. As different boys and girls talk over the telephone, the others are to listen carefully. If any one needs help with his pronunciation, the class is to give it.

II

[Capitalization and punctuation]

4. Can you write a letter like this one and have it correct in every way? Tell where capitals are used in the letter. Where are commas used? What other marks of punctuation are used?

Dear Tom,

I liked the story that you told the class about your railway. My set of tracks is like yours. Will you come to see me and show me how to lay them?

Your old friend,
Frederick

[Writing a note]

5. Choose some one who has told the class an interesting story. Write him a letter saying that you liked it. Tell him also what you hope his next story will be about. Be sure to make the letter correct in every way.

Try to remember these rules:

Begin the first word of each sentence with a capital.

Begin all names with capitals.

Write the word *I* as a capital.

Use a period at the end of each statement.

Use a question mark at the end of a question.

II. Using Words Correctly

I. Test A. First Form. Three Common Errors

Copy questions and answers, putting in the missing words:

1. *Question:* When did the boys do their work?
Answer: They —— it before school.
2. *Question:* What did the boys see flying past?
Answer: They —— a flock of wild geese.
3. *Question:* From which direction did the geese come?
Answer: They —— from the north.

II. Game

[The past forms of *do*, *see*, and *come*]

Whenever you have a few minutes to spare, be ready each day to play this game:

AS I CAME HOME. The players all pretend that they have been at work in a field or in some other place away from home. Each must make two statements such as, "I did my work in a field. As I came home, I saw cattle feeding," "I did my work in the woods. As I came home, I saw a bear," "I did my work in a mill. As I came home I saw a crowd of people." In naming the object seen, a player must be careful to give a different one from any named by other players. If he fails to do this, or if he uses *done* for *did*, *come* for *came*, or *seen* for *saw*, he must stand by his seat until he catches some one else making an error.

Chapter II — STORIES OF HELPING AT HOME

1. Something to Think About

[Conversation]

You all know what boys and girls make the best helpers. As you read this poem, you are to find what kind is wanted from good old Mother Fairie. Perhaps it is the same kind that all mothers and teachers like best.

TO MOTHER FAIRIE

Good old Mother Fairie
Sitting by your fire,
Have you any little folk
You would like to hire?

I want no chubby drudges
To milk, and churn, and spin,
Nor old and wrinkled Brownies,
With grisly beard and thin;

But patient little people,
With hands of busy care,
And gentle speech, and loving hearts.
Now have you such to spare?

ALICE CARY

A drudge is a person who does his work as if he did not like it. Show your class in what a lazy way a drudge might dust a table or do some other work. Why should you not like to hire a drudge?

What kind of brownies is mentioned in the second stanza? What word shows that their beards are gray?

Read the last stanza (see page 21) to find out just what is said about the people who make better helpers than drudges or wrinkled old brownies.

The poem *To Mother Fairie* is an interesting one, but perhaps you will like one of these even better:

THE HAPPIEST PLACE

Though afar we like to roam,
The happiest place is always home,
Yours for you and mine for me,
The happiest place is home.

I. L. WRIGHT

ONE MOTHER

Hundreds of stars in the beautiful sky,
Hundreds of shells on the shore together,
Hundreds of birds that go singing by,
Hundreds of clouds in the sunny weather.

Hundreds of dewdrops to greet the dawn,
Hundreds of bees in the purple clover,
Hundreds of butterflies on the lawn,
But only one mother the wide world over.

[Memorizing]

Find how quickly you can learn to say the poem called *The Happiest Place*; then choose one of the other poems to memorize. Before trying to say a stanza from memory, make sure that you understand it and can read it aloud well.

[Copying verse]

In order to study a poem at home, make a copy of it. Be sure to remember this rule:

Begin the first word in each line of poetry with a capital.

Notice, too, which lines are set in from the margin.

As you write, try to keep in mind a group of words at a time. Look at the words and then write them. Do not copy one word and then another word; for such a way of copying takes too long.

2. Getting Ready for School

[Conversation]

1. In the morning after breakfast it is time to get ready for school. Faces and hands must be washed, teeth must be brushed, and hair combed. Think of ways in which boys and girls can help at this time.

2. Why do thoughtful boys and girls use their "self-starters" and get ready for school without being told?



3. Find out what is happening in the picture. Tell how you like to have your little brothers and sisters look at school. How can you help them get ready?

[Story-telling]

4. Tell your class a story about the ways in which you try to help at home in the morning. If you wish, you may use one of these beginnings:

- a. I like to look neat and clean at school.
- b. Every morning I help my little brother (or sister) get ready for school.
- c. I try to help my mother all that I can.

5. As you listen to the talks given by others, decide which boys and girls have found the best ways of helping at home in the morning. Tell which of the ways are new to you.

[Keeping to one point in telling a story]

6. After you have heard the talks, think them over, and then try to answer this question: Which of the stories were easy to understand because the speaker kept to one story?

7. Read these stories. Which keeps to one point? Which has a part that can be left out?

GETTING READY FOR SCHOOL

When I get ready for school I try to do everything for myself. I wash my face and hands and tie my own shoe strings. The only thing that my mother has to do for me is to comb my hair.

STEPHEN'S POCKETS

Stephen's pockets bulge out because he forgets to empty them. He keeps them full of apples, tops, string, paper, and I don't know what else. I wish he would empty them. Stephen is ten years old. He is the fattest boy in our school. My brother sometimes plays with Stephen. We live next door. My brother has a dog.

8. In all the talks that you give and in all the papers that you write, try to keep to one story. Do not put in parts of other stories.

3. Taking Care of a Baby

I

[Conversation]

1. Although the picture on page 27 is a scene in Holland, it may remind you of a good time that you have had playing with a baby. Have you ever taught one to walk? Do you remember what you did to make him overcome his fear? Do you remember how proud he felt after he had taken a few steps?

2. You may have learned other interesting things about caring for a baby that the class would like to know. Which of these questions can you answer?

What is a good way of keeping a baby out of mischief?

How can you keep a baby from crying? What can you do with a ball? What can you do with blocks?

What games beside pat-a-cake can you teach a little baby to play?

Why should a baby who is busy at his play be let alone?

What are some of the best ways of helping a baby to be happy?

3. You can tell from his looks that the baby in the picture is afraid to walk alone. What do you think his sister did to make him overcome his fear? What did she say? What did the mother say? What, to every one's joy, happened after that?

[Group story]

4. As your teacher writes on paper for you, tell her a story about the picture. If you wish, you may call the little girl Katrinka and use this beginning:

Katrinka tried to teach her baby brother to walk, but he was afraid to take a step alone.

5. After you have finished the story, ask your teacher to read it aloud so that you may enjoy it.

[Other stories]

6. Tell your class from day to day stories of how you have helped in teaching a baby or in caring for one. Remember that, if you wish to hold the attention of the class, in each story you must tell about some one interesting thing that happened and keep to the point.

II

[The use of *is* and *are*]

7. Notice that we use *is* when we speak of one thing and that we use *are* when we speak of more than one thing.

It is correct to say:

The toy *is* broken. The toys *are* broken.

8. Complete these sentences; then give other pairs like them:

1. My book is new. My books — new.
2. My kitten is playful. My kittens — playful.
3. The doll is pretty. The dolls — pretty.
4. The ball is lost. The balls — lost.
5. The flower is wilted. The flowers — wilted.
6. The window is shut. The windows — shut.



9. Read this story using *is* or *are* where there is a blank:

Night — here. The baby — asleep. The dolls — in bed. The cat — curled up by the fire. The dog — barking at the moon. The children — quiet. Father and Mother — reading.

[Written exercise]

10. Copy the sentences in Exercises 8 and 9, being careful to use the right word in each blank; then read your sentences to make sure that they are correct.

4. Playing Sentence Games¹

[Composing in separate sentences]

I. QUESTION AND ANSWER GAME. Use these sets of questions and play the game which you learned about on page 13. Try to make a story from the answers to each set of questions and to give the story without connecting the answers by the word *and*.

1. What is used in mowing a lawn? What has to be done to the machine to keep it in order?

2. What does a woman use in cleaning a floor? What does she do first? What does she do after that?

3. In wiping dishes, what are you careful about? When the dishes are dry, where do you put them?

4. In freezing ice cream, where do you put the ice? Where do you put salt? What do you do next? How can you tell when the ice cream is frozen?

¹ These two games should be used in conjunction. The first one trains the pupils to talk in separate sentences and thus avoid an excessive use of *and*. The second game counteracts any tendency a child has to use short monotonous sentences. It also shows him how to give compact sentences and to use *and* in a legitimate way.

5. In putting a room in order, what do you do with your playthings? Where do you hang your hat and coat?

[Combining ideas]

2. SENTENCE PUZZLES. In doing these puzzles, you are to make one sentence out of those given in each exercise. Try not to use more words than are needed.

1. Saturday mornings Tom's mother bakes cake. She bakes cookies too.

2. In making lemonade, Mary uses lemons. She uses sugar also, and water.

3. Dick started the kitchen fire. He used paper, kindling, and a match.

4. Cups are made of china. Saucers are made of china.

5. Dish pans are made of tin. Pails and dippers are made of tin.

6. I help my mother by going to the grocer's. I do other errands.

7. In summer I sweep the walks. My brother helps me.

8. In the fall I rake the lawn. I carry the leaves away.

[Writing in sentences]

3. Write the stories called for by at least three sets of questions in the QUESTION AND ANSWER game on page 28. Show that you can write them in separate sentences and make each idea clear.

4. Write your answers to the SENTENCE PUZZLES.

5. Read through your paper to see that it is correct, and then show it to your teacher, and ask for her approval.

5. Something to Guess

[Making pictures with words]

1. Guess the answers, if you can:

Boys like me. When the wind blows, I fly high in the air. I have a long tail which balances me. I am held by a string. What am I?

I am run by electricity. I carry a bag which gathers dust. When I am in use the bag fills out like a balloon. I am noisy. As I go back and forth over a floor I make a sound like z-z-zh-m-m, z-z-zh-m-m. I have two words in my name. The first begins with *v*; the other with *c*. What am I called?

Helen is in the kitchen. She is stirring 'together sugar, butter, milk, eggs, flour, and baking powder. After pouring the dough into a pan, she will bake it. What is she making?

2. Read this riddle about a Teddy Bear. Notice that not enough is said to make it interesting.

Girls like me. I have two eyes and a nose. I am covered with plush.

3. Try to improve the riddle. What can you say about the eyes of the Teddy Bear? About the nose? About the covering? What can you say to show that fun can be had with a Teddy Bear?

4. Try to improve these riddles:

1. I am a machine. I am used in writing letters.

2. Boys whittle me out of wood and play with me in the water.

5. Be ready to give a riddle of your own to the class. Tell enough facts to make it interesting, but do not give away too easily what you have in mind. Keep the class guessing.

6. Before giving your riddle, say it over to yourself. Be sure to talk in separate sentences.

6. For the Story Hour

I

[Using conversation in a story]

1. Read these two stories and tell which you like better:

THE SHOES THAT WALKED MOST

A cobbler sat on a bench with a row of shoes before him. He did not know which pair to mend first, but at last he decided to mend the pair that had walked the most. At this out toddled baby's shoes. The cobbler laughed for he knew the baby had been in the world only two years at most. The baby's shoe for the right foot then told the cobbler that it never stopped until it was taken off at night. The cobbler waxed his thread and sewed a patch on each small sole.

THE SHOES THAT WALKED MOST

The cobbler sat on his bench. The shoes stood in a row before him. "Which shall I mend first?" he thought to himself. "I know," he said aloud; "I'll begin with whichever pair has walked most."

At this out toddled Baby's shoes.

The cobbler laughed at them. "Why," said he, "Baby has been in the world only two years at most. You can't have walked far yet."

"Well," said the shoe for the right foot, "Baby's mother says we never stop going until she takes us off at night. We notice that grown people sit down a great deal."

"Well, well," said the cobbler, "have your way."

So he waxed his thread and sewed a patch on each small sole.

ANGELA M. KEYES

2. In telling the story, make it lively by using conversation, but do not try to remember the exact words given.

II



[Dramatization]

3. Swallows are among the first birds to fly south. This poem tells about their farewell to some doves.

THE GRAY DOVES' ANSWER

The leaves were reddening to their fall,
 "Coo," said the gray doves, "coo,"
 As they sunned themselves on the garden wall
 And the swallows round them flew.
 "Whither away, sweet swallows?
 Coo," said the gray doves, "coo!"

"Far from this land of ice and snow
 To a sunny southern clime we go

Where the sky is warm and bright and gay;
Come with us away, away.
Come," they said, "to that sunny clime!"
"Coo," said the gray doves, "coo."

"You will die in this land of mist and rime
Where 'tis bleak the winter through.
Come away," said the swallows.
"Coo," said the gray doves, "coo."

"Oh, God in Heaven," they said, "is good;
And little hands will give us food,
And guard us all the winter through.
Coo," said the gray doves, "coo."

FRED E. WEATHERBY

4. In the first stanza when the doves say "coo" it means "Whither away, sweet swallows?" What do the "coos" in the second stanza mean? In the third stanza? In the fourth?

5. Practice reading the poem until you can show the different ways in which the doves say "coo."

6. Plan how to act the story. Choose a flock of swallows to fly about and say "Come away" and a flock of doves to say "Coo." Choose leaders for each flock and plan to have them do most of the talking. Decide which side of the room shall belong to the swallows and which to the doves.

7. Act the story with one set of players one day and with other sets on other days.

[Memorizing]

8. After you are sure that you understand the poem and can read it well, learn to say it from memory.

III

[Contractions]

9. In the sentence *I'll mend the shoes that have walked most*, the three letters *I'll* mean *I will*.

The mark (') is called an **apostrophe** (a pos'tro phe).

An apostrophe may be used to show that one or more letters have been left out of a word. In *I'll* the apostrophe shows that the letters *wi* have been left out of *will*.

10. Find the word containing an apostrophe and tell for what the word stands:

Where 'tis bleak the winter through.

[Dictation]

11. Study these words; then show that you can write them correctly with your book closed:

I'll — I will	isn't — is not
you're — you are	aren't — are not
doesn't — does not	haven't — have not
don't — do not	hasn't — has not

7. Choosing a Way to Entertain the Class

[Free review period]

Be ready to entertain your class by doing one of the things given here. Choose the one which you would like to do.

- Tell how you have helped at home lately.
- Tell the story of a good time that you have had.
- Give your class a riddle to guess.
- Tell a story about the winning ways of some baby that you know.

- e. With a favorite story in mind draw a picture. Explain the picture to your class.
- f. Recite a poem.
- g. Help others to tell a long story in relays.
- h. Help others to act a story or poem.

Prepare your part well and then, as you give it, try to keep in mind the directions printed in Exercise 5, page 10. Stand in an easy, quiet position, use a pleasant voice, and make your talk interesting.

8. Review and Practice

[Pronunciation]

1. Make sure that you can pronounce correctly the words in this list; then read the sentences printed below.

heard	something	looked	wish (not wisht)
again	nothing	opened	across (not acrosst)

I *heard* a little mouse *last night*. I *looked* into a cupboard, but there was *nothing* there. I *heard* the noise *again*. I *opened* the door into a closet. A little mouse ran *across* the floor.

2. Be ready to carry on telephone conversations such as were mentioned on page 19. Try to help each other with your pronunciation.

[The use of *is* and *are*]

3. Copy and complete, using *is* or *are* in each blank:

- 1. My brother's toys — put away.
- 2. His engine — on the shelf.
- 3. His blocks — in their box.
- 4. His picture books — in the bookcase.
- 5. His ball and top — in the drawer.

[Contractions]

4. Write these words and the ones for which they stand: I'll you're haven't isn't doesn't

9. Using Words Correctly

I. Test A. Second Form. Three Common Errors

Copy questions and answers, putting in the missing words:

1. *Question:* What did Tom see at the circus?
Answer: He — an elephant.
2. *Question:* Where did the elephant come from?
Answer: It — from across the ocean.
3. *Question:* With what did the elephant do its work?
Answer: It — it with its trunk.

II. Test B. First Form. Troublesome Answers

Pretend these questions were asked you. Copy and complete the answers:

1. Where are you and your father going? — and — are going to the city.
2. Are you going to take your dog with you? No, I —.
3. Have you packed your trunk? No, I —.
4. Is your sister going with you? No, she —.
5. Are you coming home Saturday? No, we —.

III. Three Games

Be ready each day to play one of these games.

[Saying *I haven't it*]

WHO HAS IT? The one who is It leaves the room.

The other players hide an eraser in some child's desk. The one who is It returns and, by looking at the faces of the players, tries to tell who has the eraser. He is given five guesses. He asks, "Mary, have you the eraser?" Mary must answer, "I have it," or "I haven't it."

[Saying *Mary and I*]

WHERE ARE YOU GOING? A list of places is written on the board. In it should be the names of towns, rivers, woods, farms, picnic grounds, and other places that you sometimes visit. Each player thinks of a person with whom he would like to visit one of the places in the list. When the leader asks, "Where are you going?" a player may answer, "Mary and I are going to Greenfield," or "John and I are going to Forest Park." A player who names himself first, or one who names a place that has been given by some one else, is out of the game. He must stand by his seat until some one else is out. He may then be seated and join in the game again.

[Saying *I am not*]

WHERE AM I? The one who is It imagines himself in a place where he would like to be. He stands before the class and says, "Where am I?" The players take turns asking him such questions as "Are you sailing in a boat?" "Are you riding in an automobile?" "Are you on a train?" He answers, "No, I am not," or "Yes, I am." The one who guesses the right place then becomes It. If the leader wishes, he may pretend some one else is with him and ask, "Where are John and I?" or "Where are Mary and I?"

Chapter III — PLAYING INDIAN

1. Something to Do

[Conversation]

Before the white man came to America, Indians lived here. They built wigwams beside the streams. They fished in the rivers and hunted deer in the forests. Tell, if you can, what kind of food the Indian mothers gave their children. Tell what they used in making their clothes.

To help your class learn new facts about Indians, look through books and find pictures to show; then plan how to draw or make a play Indian village.

As you work on the village, think out stories to tell.

When the village is done and your stories are ready, invite another class to see your village and to hear your stories.

2. The Home in the Forest

[Conversation]

1. Tell one thing that you know about the homes built by the Indians.

2. Try to answer these questions:

Why did the Indians build their wigwams near water?

What kind of poles did they use for a frame?

With what did they cover the poles?

What pictures did they draw on the covering?



On cold days the Indians sometimes built a fire on the dirt floor of a wigwam. Why did they have a hole at the top of the wigwam?

On what did the Indians sleep?

3. In the woods near the wigwam lived many birds and animals. The Indian children watched the robins build their nests. Tell other things the children may have done.

4. When night came and the shadows in the woods grew dark, the porcupine, the sly fox, and other little animals came from their hiding-places, and, among the branches of the trees, the owls called "To-whoo! To-whoo!" What do you think the Indian children said and did at this time to show that they had been taught to be brave?

[Thinking ahead in telling a story]

5. If you were to tell how Indians built their wigwams, what should you say first? Next? After that?

6. What could you put in a story about an Indian boy or girl who went into the woods at dusk?

7. In planning a story to tell the class, choose *a* or *b*:

a. Tell how the Indians built their wigwams.

b. Pretend that you are an Indian boy or girl. Tell a story about a make-believe scare that you had.

8. In order to interest the class, think out just what you are going to say, and have your talk well in mind before you give it.

3. Hunting with a Bow and Arrow

I

[Conversation]

1. In olden days an Indian hunted with a bow and arrow. When he was hungry, he went through the woods in search of game. If he saw deer tracks and heard a sound in the bushes, he fitted an arrow into his bow. At the first sight of the deer, he pulled the string and took aim. Twang went the string and the arrow flew through the air. What did the Indian



do with the deer meat after he had killed the deer? What did he do with the deerskin?

2. In order to get near an animal, the Indian stole through the woods without making a noise. He kept his eyes and ears open. Show how you walk when you play that you are an Indian hunting a deer or bear. How do you hold your bow and arrow?

3. In making a bow, why did an Indian choose tough wood? What kind of string did he use?

4. Why did an Indian use light wood in making an arrow? What did he put on one end of the arrow to make it fly straight? What did he put on the other end?

[Thinking ahead in telling a story]

5. Think out a story about a bow and arrow to tell your class. Use *a*, *b*, and *c* to help you in deciding what to do.

a. Tell what an Indian did in olden times when he hunted.

b. Tell how an Indian made a bow and arrow.

c. Pretend that you are an Indian boy. Tell a story about hunting a deer, a fox, or a bear.

Before telling a story, say it over to yourself.

6. As you listen to the stories told by others, decide which stories you would like to have given when you show your Indian village to another class. Tell how the stories can be improved.

II

[The use of *a* and *an*]

7. Notice that in the following sentence the word *an* is used before *arrow* and the word *a* before *bow*.

The Indian boy held *an* arrow in one hand and *a* bow in the other.

8. In order to use words that sound well together, people follow this rule:

Use *an* before words beginning with the vowels *a*, *e*, *i*, *o*, *u*.

9. Tell why *an* is used before each of these words:

an arrow

an elm

an Indian

an oak

an ugly pony

an old man

an eagle's feather

an odd blanket

10. In which of these blanks should *an* be used?
In which should *a* be used?

- | | |
|--------------|--------------------------|
| — old bow | 1 — pine tree |
| — new bow | 2 — apple tree |
| — wigwam | — spearhead |
| — Indian boy | — arrowhead |
| — papoose | — uneven piece of wood |
| — old chief | — straight piece of wood |

[Written exercise]

11. Copy and complete Exercise 10, being careful to use *an* before each word beginning with a vowel.

12. Write statements about at least eight of the objects named in Exercise 10. Show the correct use of *a* and *an*.

4. An Indian Papoose

I

[Conversation]

1. Indian children, as well as all other children, like to have their mothers tell them stories and sing songs to them. Listen as your teacher reads this Indian lullaby to you.

THE INDIAN MOTHER'S LULLABY

Rock-a-by, hush-a-by, little papoose,
The stars come into the sky,
The whippoorwill's crying, the daylight is dying,
The river runs murmuring by.

The pine trees are slumbering, little papoose,
The squirrel has gone to his nest,
The robins are sleeping, the mother bird's keeping
The little ones warm with her breast.

CHARLES MYALI

2. Without the title how could you tell that the lullaby on page 43 was sung to an Indian baby? What in the first stanza tells the little papoose that it is time for him to go to sleep? What in the second stanza?

3. Imitate, if you can, the sound of the whippoorwill.



4. An Indian baby's cradle is made of deerskin fastened on a board. With what is the cradle in the picture trimmed? What keeps the papoose from falling out of the cradle when he is carried on his mother's back?

[Group story]

5. With the help of your class plan a story about an Indian papoose. Decide what you would like to have in the story, and then think of a good beginning.

6. Tell the story to your teacher as she writes it for you.

[Written composition]

7. Learn how to write *papoose*, *cradle*, *deerskin*, and other words that you used. Then, after erasing the story, try to write a paper that can be read when you give your program.

8. Before you hand your story to your teacher, you will, of course, wish to read it through to make sure that it is correct.

II

[The use of *was* and *were*]

9. When we speak of one thing, we use the word *was*; when we speak of more than one, we use *were*. We say:

The papoose *was* asleep. The papooses *were* asleep.

10. Complete these sentences; then give other pairs that show the use of *was* and *were*:

1. The cradle *was* new. The cradles — new.
2. The bead *was* pretty. The beads — pretty.
3. The moccasin *was* trimmed with beads.
The moccasins — trimmed with beads.
4. The bird *was* quiet. The birds — quiet.

11. Read this story, using *was* or *were* in each blank:

The Indian baby — asleep. His mother — near. The leaves on the tree — whispering softly. The birds — quiet in their nests. Stars — shining overhead. What time of night — it?

[Written exercise]

12. Copy and complete the sentences in Exercises 10 and 11; then read your sentences to make sure that they are correct.

13. Write other sentences that show the use of *was* and *were*.

5. Playing Sentence Games¹

[Composing in separate sentences]

1. Be ready to play the QUESTION AND ANSWER game, using these questions. Try to make a story out of each set of answers and to give it without using *and* to connect the sentences.

1. What is an Indian boat called? Out of what is it made? What is used in place of an oar?

2. What food did the Indians get from the water? What in the forest did they kill for meat? What did they plant and grind into meal?

3. What little playmate of the Indian children lived in the bushes? What one frisked in and out among the trees?

4. What bird built its nest near the Indian wigwam? What one hooted in the forest at night?

5. Out of what did the Indian mother make clothes for her children? What did the children wear on their feet?

¹ See footnote, page 28.

[Combining ideas]

2. In doing these SENTENCE PUZZLES, try to make one sentence out of the parts of each exercise.

1. Indians built wigwams out of poles. They covered them with deerskin.

2. Rabbits lived in the woods near the Indian wigwams. Squirrels lived there too.

3. An arrow has an arrowhead at one end. The arrowhead is sharp.

4. Indians hunted deer in the forest. They hunted wild turkeys there too.

5. The Indian mother made a cradle out of a board and deerskin. She made it for her little papoose.

6. When night came, the Indian mother sang a song to her papoose. She sang about the owls in the woods.

[Writing in sentences]

3. Write stories made from the answers to three or four sets of questions in the QUESTION AND ANSWER game; and then write sentences made from the SENTENCE PUZZLES.

6. For the Story Hour

[Learning to study]

The Indians watched the changes in the seasons and had many stories to tell about them. Find what change is pictured in this story.

OLD MAN WINTER AND THE SPRING

Old Man Winter sat in his wigwam huddled over his fire. Outside, the ground was covered with snow and the wind roared through the trees.

"Hu-u-u-u," whistled the wind. "Hu-u-u-u-u!"

The old man put his last stick of wood on his fire and drew nearer to the blaze.

Suddenly he raised his head and listened. Then he said, "I thought I heard footsteps."

Tread! Tread! they came through the forest.

The old man waited; then as the deerskin curtain of his wigwam was raised, he looked up. Before him stood an Indian maiden with rosy cheeks and with flowers in her long black braids.



The maiden smiled and said, "I am the maiden who brings the warm winds and the sweet flowers. It is time for you to be gone."

Old Man Winter rose slowly from his fire. He frowned at the maiden and hobbled away to the north. With him went the snow and the cold wind.

Take turns with others in telling what happened in the story.¹

Try to tell the entire story in a way that will make the class feel the difference between Old Man Winter and the smiling Indian maiden.

¹See the footnote on page 16.

[Making up a story]

By and by, after summer had passed, Old Man Winter returned. Where do you think the Indian maiden went then? What were some of the first things that happened which showed that Old Man Winter was coming back? How did the Indian maiden know when he was near? In the spring Old Man Winter hobbled away. How did he return?

Be ready to tell the story of Old Man Winter's return. Try to make the class feel the changes that he brought.

7. Entertaining Another Class

[Planning a program]

In planning an entertainment to give to another class, use this program to help you in deciding what to do:

STORIES ABOUT INDIANS

What our Class has been Doing
How Indians Made their Homes
Making a Bow and Arrow
Hunting with a Bow and Arrow
A Papoose and its Cradle
An Indian Lullaby
Old Man Winter and the Spring
Old Man Winter's Return

Your visitors will be glad to have you point out what you did in making your village, and to have you show them with clay just what Indians do in making clay dishes. Perhaps, too, some of the boys can show how an Indian walks when he is hunting and how he uses his bow and arrow.

8. Sending an Invitation

[Group composition]

In asking another class to see your Indian village and to hear your stories, plan a letter like this one; then write it.

Dear Second Grade,

We have an Indian village to show you and some stories to tell. We hope you can come to our room on Friday afternoon at three o'clock.

The Third Grade

9. Review and Practice

[Pronunciation]

1. Make sure that you can pronounce correctly the words in this list. Say:

kept (not <i>kep</i>)	old man (not <i>ol man</i>)
slept (not <i>slep</i>)	America (not <i>Amurka</i>)
bow and arrow (not <i>bow an arrow</i>)	American (not <i>Amurken</i>)

2. Read, being careful of your pronunciation:

When the white man came to *America*, he found Indians living here.

The Indians hunted with *bows and arrows*.

The *old men* made the arrowheads.

The women made cradles in which the little papooses sometimes *slept*.

[The use of *a* and *an*]

3. Complete, using *a* or *an*:

I am thinking of — animal. It is not — elephant. It is not — lion. It climbs — tree. Sometimes it is called — monkey and sometimes — ape.

[The use of *was* and *were*]

4. Decide how to complete each sentence, using *was* or *were*:

1. The sun — shining.
2. In the trees birds — singing.
3. Squirrels — there.
4. In the woods there — owls.
5. An old owl — asleep.
6. Among the bushes a fox — hiding.
7. The Indian boys — brave.
8. The little papoose — afraid.

[Written exercise]

5. Copy and complete Exercises 3 and 4.

10. Using Words Correctly

I. Test B. Second Form. Troublesome Answers

Copy the answers, putting in the missing words:

1. Where are you and your mother going Thanksgiving Day? — and — are going to grandmother's.

2. Is your brother at your grandmother's now? No, he —.

3. Are you going to-day? My brother is going, but I — —.

4. Have you bought your tickets? No, we —.

5. Are you all coming home Saturday? No, we —.

II. Test C. First Form. Telling What Happened

Copy and complete the answers to the questions:

1. Where did the deer drink? It — at the river.

2. What did the deer eat? It — green twigs from the bushes.

3. What did the Indian give his son? He — him a bow and arrow.

4. Where did the boy throw the arrow? He — it over a tall bush.

5. What did the boy hear in the woods? He — a fox barking.

6. Where did the fox run? It — to its den.

III. A Game to Play Daily

Whenever you have a few minutes to spare, be ready to play this game:

[Troublesome words]

I DID IT. The leader names objects like an apple, water, a bell. The player called upon must answer, using one of these sentences:

I ate it.	I threw it.
I drank it.	I gave it.
I heard it.	I ran it.

Any one who is slow or who gives an answer that does not fit the object named is out of the game until some one else goes out. He may be made to stand by his seat or in some other place decided upon by the class.

The leader may name objects from this list:

lemonade	orange	milk	stone
ball	present	race	cake
whistle	story	doorbell	money
machine	stick	engine	candy

Chapter IV — OLD TALES AND NEW

1. The Boy and the Butterfly



I

[Choosing a good ending for a story]

1. Once long ago a man named Æsop wished to teach people about the ways of the world, so he told them stories, or fables, about people and animals. Read these two fables; then try to think of a good ending for the second one:

THE FOX AND THE GRAPES

A fox, who was hungry, found some bunches of grapes upon a vine high up in a tree. He longed to get at them, but could not. So he left them hanging there and went off, saying to himself, "They are sour grapes."

THE BOY AND THE BUTTERFLY

Once a boy was in a garden and saw a butterfly.

"Oh!" said the boy, "What a pretty butterfly! I will get it."

He went for a net, but when he came back the butterfly was gone. So he went to the house saying, —.

2. With the help of your class plan a story like those above. Call it *The Hawk and the Chicken*. First make up your mind why the hawk wanted the chicken and why he could not get it, and then what the hawk might say.

3. Think of other titles for fables:

The Cat and the Goldfish
The Dog and the Bone
The Bird and the Worm
The Monkey and the Peanuts

The Girl and the Rose
The Boy and the Apple
The Man and the Train
The Tiger and the Man

4. Be ready to tell your class a fable, using one of these plans:

a. Tell the complete story of *The Boy and the Butterfly* or of *The Hawk and the Chicken*.

b. Use one of the titles in Exercise 3, or a title of your own, and tell a fable.

5. Improve, if you can, the endings of the fables given by the class.

II

[Using capitals in titles]

6. Tell which words in this title begin with capital letters:

The Boy and the Butterfly

7. Remember this rule:

The first word and all important words in a title should begin with a capital letter.

8. As your teacher reads them to you, write on the board the titles given in Exercise 3.

[Written exercise]

9. Copy from pages 53 and 54 all the different titles that you can find. What care will you take in writing them?

2. The Girl and the Strange Dog

I

[Choosing a good ending for a story]

1. Have you ever been afraid of something the first time you saw it, and then later overcome your fear? If you have, you will understand the fable of the Fox and the Lion. Read these two stories and then think of a good ending for the second one:

THE FOX AND THE LION

A fox who had never seen a lion met one by chance. When he saw him, he was so afraid that he almost died. When he met him a second time, he was afraid, to be sure, but not so much afraid as at first. The third time that he saw him, the fox was so bold that he went up to the lion and spoke to him.

THE GIRL AND THE STRANGE DOG

A little girl once visited her uncle who owned a big dog. The first time that she saw the dog she was so afraid that she cried aloud. The next time that she saw it she was still afraid, but she did not cry.

2. Help your class to plan a story called *The Girl and her Pony*. First show that the girl was afraid of her new pony; then tell how she became used to it so that she was no longer afraid.

3. Choose one of these titles or one of your own and tell a story to your class:

The Kitten and the Grasshopper
The City Dog and the Pig
The Bee and the Strange Flower

The Boy and the Bear Cub
The Baby and the Kitten
The Boy and the Horse

II

[Using capitals in titles]

4. Which words in this title are important? Which begin with capital letters?

The Girl and the Strange Dog

5. Study the titles in Exercise 3. Be ready to write them on the board as your teacher reads them to you.

[Written exercise]

6. Make a list of all the titles that you can find on this page and on page 55.

7. Read the titles to make sure that you have used capitals where they belong.

3. A Winter Elf

I

[Conversation]

1. In winter there is a little elf who sometimes visits us, but whom we never see. He paints the windowpanes with fairy pictures, and nips at the toes of the children. Tell his name if you can.

2. What pictures have you seen that were painted by this winter elf? What other work have you seen



lately that was done by him? What can you do so that he will not nip your fingers and toes?

3. Find out what happens in this story:

JACK FROST'S ADVENTURES

One winter morning, when it was cold and sunny, Jack Frost was out looking for fun. At the same time three girls were on a pond skating. Jack Frost saw them and went racing over to them and began to play his pranks. He nipped their noses and chilled their toes. When he was tired of this, he went back to a hill where some boys were sliding. He ran races with them up and down the hill, but he could not catch them.

Then he went back to the woods and saw a squirrel. He said to himself, "Now for some fun with Mr. Gray Coat!"

Jack Frost tried his tricks on Mr. Gray Coat, but Mr. Gray Coat only laughed and said, "Ha, ha! Mr. Jack Frost, what do you think my fur coat is made for?"

4. Tell one thing that you found out in the story. Let the class tell other things.

[Story-telling]

5. Use one of these plans, or one of your own, and tell a story about Jack Frost:

a. Tell in your own words the story of *Jack Frost's Adventures*.

b. Tell a story beginning:

Jack Frost has been up to many tricks lately.

c. Make up a story like the one in Exercise 3.

II

[Writing words showing ownership]

6. Which word in the following sentence shows who owned the mittens? What mark is put before the s?

Fred's mittens kept him warm.

7. In writing this title, what care must you take?

Jack Frost's Adventures

8. Find the words that show ownership:

The rabbit's fur is soft and warm.

Dick's pigeons are kept in his father's barn.

The kitten ate from the dog's plate.

Mary's nose was nipped by the frost.

Ruth's hands were cold.

Tom slid down hill on Henry's sled.

The squirrel's coat kept out the cold.

9. Which of the words given here show ownership?

John's skates

Betty's coat

Helen's scarf

Tom's cap

Mary's muff

Fred's overcoat

Frank's snowshoes

Ruth's overshoes

[Written exercise]

10. Make a list of the words in Exercise 8 and 9 that show ownership.

11. Read your list to make sure that you have used the apostrophe in the right places.

4. Playing Sentence Games

[Composing in separate sentences]

1. Use these sets of questions and play the QUESTION AND ANSWER game described on page 13.

1. When the day is stormy, where do you like to sit indoors? What do you read sometimes? At other times what do you do?

2. What is your favorite fairy story? Why do you like it?

3. In what story that you know is there a fox? What does he do?

4. What story do you know about a lion? What happens in the story?

5. What is your favorite story in your reader? What happens first in the story? What happens after that?

2. In doing these SENTENCE PUZZLES, you are to make one sentence out of the two or three given in each exercise.

1. You can skate in winter. You can slide down hill too.

2. Every year Jack Frost visits us. He comes in winter.

3. After a snowstorm you can see the tracks of rabbits in the snow. You can see the tracks of birds too.

4. A fox is cunning. He is sly.

5. Lions can roar loud. They can fight fiercely.
6. Deer live in the woods and are timid animals. Rabbits live there too. They are timid.

[Writing in sentences]

3. Write at least three stories made from the answers to sets of questions in the QUESTION AND ANSWER game on page 59. First think of a title for each. Show that you can write both the stories and their titles correctly.

4. Write sentences made from the SENTENCE PUZZLES.

5. In Winter

[Making pictures with words]

1. Name, if you can, what is meant:

I am found on the eaves of houses in the winter time. I sparkle in the sun, and then I drip, drip, drip until there is nothing left of me.

My home is in the north. With tinkling bells around my neck I go merrily over the snow, pulling a sled after me. I have great branching horns. Children dream about me at Christmas time.

In the winter I am sometimes hungry. When the snow is on the ground, I often wish that boys and girls would scatter crumbs for me to eat. To thank them, I would puff out my feathers until I looked like a ball of down, and then I would give a little chirp.

2. Show that you can improve the riddle on page 61 by giving more facts and telling them in a lively way:

I am made of steel. Boys and girls use me on the ice in winter time.

3. Plan a riddle of your own and give it to your class to guess. Try to tell enough to make it interesting. Be sure to express your ideas in separate sentences.

[Written composition]

4. Think of some one who is absent from school on account of illness. Improve your riddle if you can and then write it for him.

[Group letter]

5. With the help of your class plan a letter like this one to send with the riddles:

Dear Tom,

We are sorry that you are ill. We are sending you some riddles which we made up. Perhaps you will like to read them.

We miss you at school. Please come back as soon as you can.

With love,
The Third Grade

6. As your teacher writes the letter on the board for you, tell her what to say.

[Written composition]

7. Erase the letter on the board. Find out who can make the best copy from memory.

[Proof-reading]

8. In reading your letter to see that it is correct, what shall you keep in mind?

6. For the Story Hour

[Learning to study]

1. The story of Snow White and Rose Red makes an interesting play. First read the story to find what exciting thing happens in each part.

SNOW WHITE AND ROSE RED

Part One

Once there were two girls called Snow White and Rose Red who were beautiful, merry, and good. In the same country lived a wicked dwarf who put an enchantment upon a prince and stole his treasures.

One cold and stormy winter evening Snow White and Rose Red were sitting by the fire with their mother and singing merrily, when a loud knock came at the door.

"Go to the door quickly," said the mother. "Perhaps it is some one lost in the storm."

Both girls ran to the door and opened it wide. To their surprise a big brown bear appeared.

"Oh dear! Oh dear! Oh-h-h!" screamed the girls.

But the bear said, "Do not be afraid. I will do you no harm. I am half frozen with cold, and wish to warm myself by your fire."

Snow White and Rose Red were so frightened that they hid themselves, but the mother said: "Poor bear, come in by the fire. Only be careful not to burn your fur. Children, come out. The bear will not harm you."

Snow White and Rose Red came slowly out from their hiding places and began to make friends with the bear. First they stroked his shaggy coat, then they gave him something to eat. After that they felt at home with him; and,



when he began to dance, they took hold of his paws and danced with him. Soon the girls were so in love with their new playfellow that they begged him to live with them.

"Stay with us always," they said, "and we will have merry times together."

"As long as winter lasts," replied the bear, "I will come every evening, but when spring comes I must see to my treasures hidden in the earth. When the frost leaves the ground, the dwarfs will try to steal my treasures and I must guard them."

Part Two

All winter long the bear was the constant evening companion of Snow White and Rose Red, but when spring came he disappeared.

Some time afterwards the mother sent her children into the wood to gather sticks. On their way they saw a tree lying across the path and near it something that kept bobbing up and down.

"What is that jumping up and down near the log?" asked Rose Red.

"Let us go near and see," replied Snow White.

As they came near, they saw a queer little dwarf with a long beard. The dwarf was guarding bags of treasure and at the same time jumping this way and that, trying to loosen his beard, which was caught in the log.

"Why do you stand there?" said the dwarf suddenly when he saw the two girls. "Are you going to pass without giving me help?"

"What is the matter, little man?" asked Snow White. "In what way can we help you?"

"Stupid child," answered the dwarf, "can't you see? I was trying to split the log to get a little wood for my kitchen fire, and my beard caught, and I cannot get away."

The children tugged at the beard, but they were not strong enough to free it from the log. Rose Red offered to run for help. Just then Snow White said, "I have thought of something."

Whereupon she pulled out a pair of scissors, and cut off the end of the beard. But the dwarf instead of being grateful, snatched his bags of treasure and as he left said to the girls, "Stupid people to cut off my beautiful beard!"

"He didn't even thank us!" exclaimed Snow White.

Rose Red thought a moment, and then said, "He must be one of the dwarfs about which the bear told us. Don't you remember? They live under the earth and try to get the bear's treasures. I hope that we shall never meet the dwarf again."

Part Three

The next day the girls were walking by the river when Rose Red again saw something bobbing about. She pulled her sister's arm and said, "Look, Snow White, what is that jumping up and down near the river?"

"It looks like a big grasshopper," answered Snow White.

But when the girls came nearer they found the little dwarf, fishing and jumping about.

"Be careful, dwarf," said Rose Red, "or you will fall into the water."

"I'm not so foolish," said the Dwarf. "I have a fish on my line. He is trying to pull me into the water."

"Can we help you?" asked the girls.

"Yes, yes, you slow things! Hurry to help me. I am slipping into the pond," replied the dwarf.

Snow White seized the dwarf and held him tight while Rose Red pulled on the line until she had landed the fish. The dwarf grabbed his bags of treasure with one hand and the fish with the other, and was again about to leave without thanking the girls when a growl was heard from the woods and in rushed the bear.

"Spare me, my lord," begged the dwarf when the bear seized him. "I will give you all of my treasures. Look at these beautiful stones! I will give you all of them, if you will only spare my life! Besides, what could you do with a little fellow like me? Your teeth would not touch me. There are two wicked girls! Take them! They would make tasty morsels; they are so nice and plump. Eat them!"

"Begone to the caves under the earth," said the bear as he released the dwarf. "Never let me see you again!"

As the dwarf ran away the bear said to the girls: "Snow White and Rose Red, do not be afraid of me." Then as his furry coat fell from him, he said, "I am a king's son, and was forced by the wicked dwarf to wander in the form of a bear until I could regain my treasure which he had stolen. Now I am again a prince, and I shall go home and claim my kingdom. But I do not wish to go alone. Will you go with me, Snow White, and be my bride?"

To this Snow White replied, "Yes, dear Prince, if mother is willing and Rose Red will be my bridesmaid."

[Dramatizing a story]

2. Tell of some of the things that you might do in playing the story; then, after re-reading Part One, complete this plan and act the scene.

Choose a tall girl for the mother, and some one for Snow White and for Rose Red.

Choose a song for the girls to sing.

Choose some one to take the part of the bear.

Help the players in deciding what they might say:

To show that it is a cold, stormy night.

To show that they hear a knock at the door.

To show that the girls are frightened when they see a bear.

To show that the bear is friendly.

To show that the girls get over their fright.

To show what the bear promises.

3. Before playing Part Two, read it again, make up your mind how the dwarf will speak, and then decide what each player is to do and say. You can make a beard for the dwarf, if you wish, by untwisting

a piece of rope. For the log, you can use a stick of wood, a window pole, or even a chair tipped over.

4. Read the last part of the story. Tell what the dwarf must do to show that the fish is pulling him into the water; then plan what each player is to say. Act this part of the story, and then all three parts.

7. Choosing a Way to Entertain the Class

[Free review period]

Choose from this list something that you would like to do, and then be ready to entertain your class:

a. Tell a story of the *Fox and the Grapes*, or of the *Fox and the Lion*.

b. Tell a story of your own about Jack Frost.

c. Give a fable of your own.

d. Tell a story of a good time that you have had.

e. Give a riddle for your class to guess.

f. Recite a poem.

g. Choose partners and tell the story of *Snow White and Rose Red* in relays.

h. Take part in acting the story of *Snow White and Rose Red*.

If you decide to tell a story, be sure to make the point clear.

8. Review and Practice

[Pronunciation]

1. If in these words you pronounce *wh* correctly, you can feel your breath by placing a finger in front of your mouth.

what
why

when
where

which
white

whistle
wharf

2. Ask questions in which you use the words in Exercise 1.

3. Make sure that you can pronounce correctly the words in Exercise 1, pages 18, 35, and 50.

[Words showing ownership]

4. Copy the words which show ownership:

A boy's cap

A girl's mittens

Jack Frost's tricks

A fairy's wings

A mother's care

A child's friend

[Capitalization and punctuation]

5. Show that you can write to your teacher a letter like this one and have it correct in every way:

Dear Miss Martin,

Every afternoon I play school with my little brother and sister. My brother can read, but my sister is too young. She tells a story with a book upside down and thinks she is reading. Should you like to have her in your class?

With love,

Margaret

9. Using Words Correctly — Review for the First Half Year

I. Test A. Third Form. Three Common Errors

Copy and complete the answers to these questions:

1. *Question:* Where did the Indian do his hunting?
Answer: He — his hunting in the woods.
2. *Question:* What did he see near a lake?
Answer: He — a deer.
3. *Question:* Where did the deer come from?
Answer: It — from among the thick bushes.

II. Test B. Third Form. Troublesome Answers

Copy the answers, putting in words that make sense:

1. What did you and your brother find in the tree?
— and — found a bird's nest.
2. Are you going to take it down? No, we —.
3. Is Tom ready to go home? No, he —.
4. Have you Tom's cap? No, I —.
5. Are you waiting for some one? No, I — —.

III. Test C. Second Form. Telling What Happened

Copy answers, putting in the missing words:

1. What did you eat for your Christmas dinner?
I — some turkey.
2. What did you drink this morning?
I — some milk.
3. What did your father give you on your birthday?
He — me a new pen.
4. What did the children hear in the woods?
They — an owl hooting.
5. Where did the children run?
They — home.
6. Where did Tom throw the ball?
He — it over the fence.

IV. A Contest

Appoint a score-keeper and divide your class into two groups. Then, with your books open, be ready to answer the questions in the tests as your teacher asks them in turn, first a question of a player on one side and then one of a player on the other side. See which group can make the better record.

Chapter V
ON THE OTHER SIDE OF THE WORLD

I. Chinese Children



I

[Conversation]

1. Chinese children live in a country on the other side of the world. When it is night in America, it is daytime in China. What are Chinese children doing while you are at school?

2. The children in China are very fond of play and are very bright, but they would look strange to you. They have yellow skin, slanting black eyes, and straight black hair. The boys and girls dress alike. Both wear trousers and little coats. Their shoes, which are made of cloth, have thick soles of felt. The boys wear their hair in a long braid, or queue. Look at the picture; then tell how the girls wear theirs.

3. Every one in China is fond of pets. Boys, and even men, carry birds about with them and train them to do tricks. The girls sometimes have pet birds, and sometimes they put grasshoppers into tiny cages and feed them. Both boys and girls play with dancing mice. In the courtyard they keep pigs and chickens. What pets are shown in the picture?

4. Find what this story says about China:

There are many, many people in China. In some places there are so many people that some of them have to live in boats on the river. Every one has to work hard to get enough food to eat and enough clothes to wear. Even the children have to work. The boys help in the rice fields. The girls help with the cooking, the spinning, and the weaving. If there is a baby in the family and the family is poor, his sister has to carry him on her back even when she is at play.

[Limiting a story]

5. Tell one thing that you read in Exercise 4.
6. In planning a story to tell your class, you may choose *a*, *b*, or *c* if you wish. Remember to keep to one story. Do not try to tell everything that you know.
 - a*. Tell in your own words the story in Exercise 4.
 - b*. Pretend that you are a Chinese boy or girl. Describe your looks and tell how you dress, or tell what you have for pets.
 - c*. Show a picture of a scene in China. Tell a story about it.
7. Perhaps your teacher will let you invite two or three children as guests when you tell stories about Chinese and Japanese children. (See page 81.) Has any one in your class a brother or sister in the first grade whom he would like to ask?
8. As you listen to the stories, decide which ones would interest first-grade children and for that reason could be used in the program.
9. Be ready to help any one who has not learned to keep to one story.

II

[Expressing surprise]

10. In a Chinese school the children study out loud at the top of their voices. When they say their lessons, they turn their backs to their teacher. If you were to visit a school, you would feel like exclaiming:

Oh, what a queer school!
How noisy the children are!

11. After words or sentences showing surprise this mark (!) is used.

This mark (!) is called an **exclamation point**.

12. Find the exclamation points in Exercise 10.

13. Tell why exclamation points belong at the ends of these sentences. Write the sentences as they should be written.

What queer clothes Chinese children wear
Oh, how hard some children have to work

14. The first two statements given here are each followed by a sentence showing surprise. Think of sentences showing surprise for the other sentences:

1. Chinese boys have good times with their kites. What good times the boys have with their kites!

2. The kites fly high. How high the kites fly!

3. The kites have queer shapes. What ——

4. The boys are proud of their kites. How

5. The kites have bright colors. ——

6. It seems strange to have fireworks in a kite.

7. Every one is surprised when the fireworks go off. ——

15. Think of other sentences that show surprise.

[Written exercise]

16. Write for each statement in Exercise 14 a sentence that shows surprise. Remember to put an exclamation point at the end of each.

17. Read your paper to make sure that it is correct.

2. In Far-Away Japan



I

[Conversation]

1. Japanese children are smaller and darker than Chinese children, but they, too, have yellow skin, slanting black eyes, and straight black hair. The boys and girls both wear kimonos with pockets in their sleeves. Study the picture to see if you can tell the boys from the girls.

2. Japan is a beautiful country. In it are mountains, waterfalls, and many wonderful flower gardens. Tell what you know about the country.

3. Find one thing in this story to tell:

The children in Japan have many holidays and games. Once a year the girls have a feast for their dolls. On this day the most beautiful dolls, toy dishes, and doll furniture are taken out to be played with carefully. There are common dolls for the little girls to play with every day, but the dolls taken out for the feast day are richly dressed. These dolls are called honorable dolls. For these honorable dolls the little girls plan tea parties with toy dishes and real food.

The great holiday for the boys is the Feast of the Flags. When this day is near, the shops are full of toys. Every one receives a present. The boys divide themselves into companies and play soldier.

[Keeping to one story]

4. Use *a*, *b*, or *c* to help you in planning a story about Japanese children:

a. Pretend that you are a Japanese boy or girl. Tell in what country you live and then, with the help of Exercise 3, tell about the holiday that you like best.

b. Tell how Japanese children look and how they dress.

c. Give a talk showing in what kind of country the Japanese children live. Try to have pictures to show.

[Written composition]

5. Choose one of the stories that you would like to have used when you give your program (see page 81). Try to improve the story, and then tell it to your teacher as she writes it on the board.

6. Write on the board the word *Japanese* and other words used in the story. Make sure that you can spell each one.

7. After you have erased the story, you may do one of two things. You may write the story that was written on the blackboard, or, if you prefer, you may write your own story.

8. Ask your teacher to save the best papers so that they may be read when you invite guests from the first grade.

II

[Exclamations, questions, statements]

9. Read these sentences and decide what mark of punctuation belongs at the end of each:

JAPANESE FLOWER GARDENS

The Japanese have tiny flower gardens
 In them there are little pools of water
 What small bridges they build over the pools
 How the goldfish shine in the water
 Lilies grow near the pools
 Other flowers are there too
 Do you know what kind of trees grow in the gardens
 They plant crooked little pine trees

[Written exercise]

10. Copy the sentences above in the form of a story. Be careful to put the right mark at the end of each.

11. Read the story to make sure that the sentences are correct.

3. Playing Sentence Games ¹

[Composing in sentences]

1. QUESTION AND ANSWER GAME. If you are called upon, you are to give a talk using the answers to one set of questions. Remember not to join the answers by *and*.

1. In what country do the Chinese children live? What must you cross to get to their country?

2. How do the Chinese boys help their fathers? How do the girls help their mothers?

3. In what shape are Chinese kites sometimes made? Why do the boys like to fly the kites?

4. In what country do Japanese children live? What makes the country beautiful?

5. What feast day do Japanese girls like best? What do they play with on that day?

6. What feast day do the boys in Japan like best? What happens on that day?

7. What are Japanese children doing while you are at school? What are they doing while you are asleep?

[Combining ideas]

2. SENTENCE PUZZLES. Try to make one short sentence out of the two or three given in each exercise.

1. Chinese children have black eyes. They have black hair.

2. Some Chinese children live on a river. They live in boats.

3. The children eat fish. They eat rice.

4. Japanese children are fond of flowers. They are fond of birds. They are fond of butterflies.

5. In the Japanese gardens are pools of water. These pools are for gold fish.

¹ See footnote, page 28.

6. Japanese children are taught to make beautiful pictures. They make pictures of flowers, butterflies.

[Writing in sentences]

3. Write the stories that go with three or four sets of questions in the QUESTION AND ANSWER game on page 77. Make sure that each answer is a clear and complete sentence.

4. Write your answers to the SENTENCE PUZZLES.

4. What Children are Meant?

[Making pictures with words]

Name, if you can, the children that are meant in these stories:

I live far to the north in a house made of ice and snow. My clothes are made of fur. For food I eat fish and dried meat. I am an ——.

My skin is brown and my black hair is straight. I live in a wigwam. I can walk through the woods very quietly and shoot very straight with my bow and arrow. I am an ——.

I live near a desert in a warm country. For miles and miles about me there is sand. My father keeps camels and goats. He has the finest horses in the world, but to cross the desert we ride on camels. I am an A——.

Show how this riddle can be improved so that it will tell interesting facts about a Chinese boy or girl:

My home is on the other side of the world.

[Writing a letter]

Pretend that you live in another country. Write

a letter to your class telling about yourself. Let the class guess what you are.

5. For the Story Hour

[Learning to study]

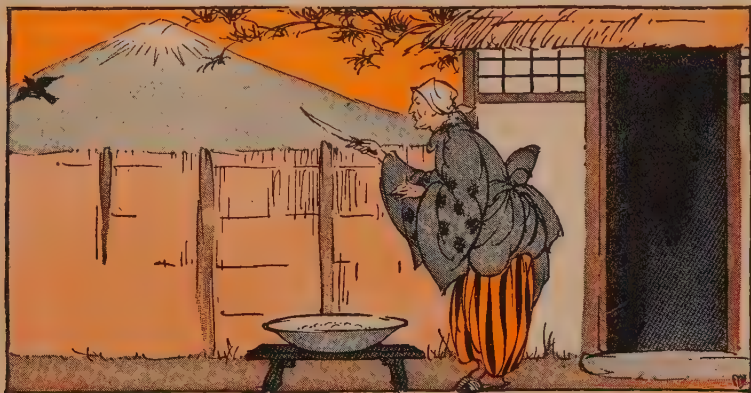
Some strange things happen in this Japanese fairy story. Find out what they are.

THE TONGUE-CUT SPARROW

I

Once upon a time a cross old woman laid some starch in a basin, and a little sparrow, which a neighbor kept as a pet, came and ate it.

"You hateful thing!" said the cross old woman. She then cut the sparrow's tongue and let the bird go.



When the neighbor heard that her pet sparrow had had its tongue cut, she felt very sad. She and her husband set out over the mountains to find where it had gone, crying, "Where does the tongue-cut sparrow stay? Where does the tongue-cut sparrow stay?"

II

At last the man and his wife found the sparrow's home. When the sparrow saw that its old master and mistress had come to see it, it rejoiced. It invited them into the home and thanked them for their kindness in old times; it spread a table for them and loaded it with food; and it made its wife, and children, and grandchildren serve at the table.

After the feast, the host danced a jig called the sparrow's dance, and thus the day was spent. When it began to grow dark and there was talk of going home, the sparrow brought out two baskets and said, "Will you take the heavy one, or shall I give you the light one?"

The old people replied, "We are old, so give us the light one; it will be easier to carry."

The sparrow then gave them the light basket, and they returned with it to their home.

"Let us open it and see what is in it," they said. When they had opened it and looked, they found gold, and silver, and jewels, and rolls of silk. The more they took out the more they found in it. These treasures made them rich.

III

When the cross old woman saw the silver and gold, she said, "I will visit the sparrow too"; and so she set out.

Again the sparrow brought out two baskets and said, "Will you take the heavy one or the light one?"

The old woman answered, "Let me have the heavy one."

With the heavy basket on her back, she started home, the sparrows laughing at her as she went. The basket was as heavy as a stone and hard to carry, but at last toward nightfall she reached home with it.

Then, when she took the lid off and looked in, a whole troop of queer creatures like monkeys came bouncing out from within the basket, and at once caught her up and flew away with her into the sky.

[Story-telling]

Think of a name for each part of the story; then choose two partners and be ready to tell the story in relays, each one of you giving a part.

6. Choosing a Way to Entertain the Class

Think of a way to entertain your class and a few guests. Use this list to help you in deciding what to do.

[Free review period]

a. Read a story that you have written about China or Japan:

b. Find a picture of China or Japan that is new to the class. Tell a story about the picture.

c. Draw a picture of some Chinese boys. Hold the picture behind you as you tell about it. Find out whether the children can guess what you tried to show; then let them see the picture.

d. Dress like a Japanese boy or girl and tell a story about Japan.

e. Dress like Japanese children and show how the Japanese give a tea party.

f. Choose some one to help you tell *The Tongue-Cut Sparrow*.

After the class has prepared the program, you may send invitations to the little brothers and sisters who are to be your guests. Use the invitation on page 122 to help you plan your notes.

7. Review and Practice

[Pronunciation]

1. Show that you have learned to pronounce the *ng* at the end of these words:

morning
going

laughing
playing

standing
talking

running
walking

[Capitalization and punctuation]

2. Think of a reason for each capital letter in this stanza; then write the stanza with your book closed.

THE SUN'S TRAVELS

The sun is not abed when I
At night upon my pillow lie.
Still round the earth his way he takes
And morning after morning makes.

STEVENSON

3. Copy these sentences, putting the right mark at the end of each:

China and Japan are on the other side of the world
What a long time it takes to cross the ocean
China is a large country
How long its rivers are
How many boats there are in them
Japan is a small country
What makes it a beautiful country
Which country should you like to visit

8. Using Words Correctly**I. Test C. Third Form. Telling What Happened**

Copy the answers to the questions on page 83, putting in the missing words:

1. What did the boy's grandfather give him?
He — him a pony.
2. What did the pony eat?
The pony — oats and hay.
3. Where did the pony drink?
He — from the brook.
4. What did the rabbit hear?
The rabbit — a dog barking.
5. Where did it run?
It — to a hiding-place.
6. Where did the boy throw the ball?
He — it among the bushes.

II. Test D. First Form. Three Common Errors

Use the words in this list to complete the answers:

he him she her they them

1. Is it John who is whispering?
No, it isn't —
2. Is it Mary who is knocking?
No, it isn't —
3. Is it the girls who are laughing?
No, it isn't —

III. A Game

[Learning to say *It is he*]

SHEEP AND SHEPHERD. Two leaders are chosen. One is a shepherd who is blindfolded. The other is his partner who stands beside him at the front of the room. The rest of the players are sheep. The partner points to a sheep, which says "Baa!" The shepherd asks, "Is it John?" The sheep answers, "It is he" or "It is not he." The shepherd has a chance to guess the names of five different sheep, after which his partner takes his place.

Chapter VI — BIRD NEIGHBORS

I. Something to Think About

I

[Conversation]

A robin sometimes takes a cherry or two from an orchard; a crow helps himself to a few kernels of corn from the farmer's fields, but what of that? Birds save the farmer so much money that they deserve at least a little pay. They kill the grasshoppers that eat up the farmer's hay. They eat worms and insects that destroy the fruit and grain. Without the help of the birds the farmer's crops would be ruined. Do you think that a few cherries and a few kernels of corn are too much for the farmer to pay?

Tell how birds help in a garden.

Many kinds of birds are becoming scarce. Most of the birds that are dying out are farmers' helpers. Others are fine songsters. Tell why you are sorry to have these birds die.

Why is it a good plan for a town or city to have a park where birds can live, and where they can stop on their long journeys and rest unharmed?

Think of other ways of helping the birds. What can boys and girls do?

II

[Making plans]

In order to know the common birds better, find out all that you can about them. Study those that you see about you, sparrows, robins, pigeons, woodpeckers, and others. Notice their size, the color of

their feathers, the kind of beak each has, the way they get their food, where they build their nests, and how they care for their young. Learn to call by name as many birds as you can.

Perhaps, if you would like to do so, your teacher will let the class make a bird book to keep and enjoy. Tell what you would like to have in it.

2. Pigeons



[Conversation]

1. If you have ever watched pigeons, you know how tame they are and how pretty they look as they flutter about in the sun. What have you seen them do? What colors have you noticed in their feathers? How do the dark green feathers around their necks change when the sunlight falls upon them?

[Using picture-making words]

2. What do you think about a pigeon when you hear these words? Show by actions what some of them mean.

strutting fluttering cooing preening feathers

[Story-telling]

3. Try to make your class understand what you have noticed about pigeons. Choose *a* or *b*:

a. Tell a story, using a beginning of your own or one of these:

Pigeons are seldom quiet.

The pigeons that I have seen were tame.

b. Give a talk telling where pigeons have their nests, what they eat, and how they care for their young.

4. As you listen to the stories, decide which of the facts given you can use in a group story written for the class bird book.

[Group story]

5. Plan your group story carefully, and then, as your teacher writes on the board for you, tell her the story sentence by sentence.

6. Make sure that you can write *pigeons* and all other words used in the story.

7. Erase the group story and then you may do one of two things. You may write the group story, or, if you prefer, you may write your own story.

[Proof-reading]

8. Read your paper to make sure that it is correct in every way. Look at the spelling. See that you

have written the story in separate sentences and put a period at the end of each. Find out if you have used capitals where they are needed.

9. Ask your teacher to keep the best stories written by the class so that they may be used in the bird book.

3. The Robin



I

[Conversation]

1. Robin Redbreast sings such a merry song and flits around in such a friendly way that he is a great favorite. What is the color of his breast? Of his back and wings? Where is the robin often seen? For what is he looking as he runs along the grass?

2. Think of good reasons for giving the robin a pet name like Robin Redbreast.

3. Show that these words fit a robin:

friendly lively cheerful merry

4. Where have you seen a robin's nest or eggs? With what is the nest often covered after it is made? What is the color of the eggs?

[Group story]

5. With the help of your class plan for your bird book a story about a robin. First think of beginnings like this one, and then choose the best one:

We all know Robin Redbreast.

6. As your teacher writes on the board for you, tell her what to say. After the story is finished, study it carefully to see how you can make it better.

7. Learn how to write *Redbreast*, *chirping*, *friendly*, and other words that you used. Erase the story, and then try to write one that can be put in the bird book. After you have finished your paper, read it through to make sure that it contains no mistakes.

8. Draw a picture to go with your story.

II

[Writing dates]

9. Study this bird calendar. What dates are named? Where are commas used?

THE ROBIN'S CALENDAR

March 15, a pair of robins appeared.

April 1, they began building nest.

May 13, the baby robins hatched.

May 24, the baby robins were ready to leave the nest.

10. Be ready to write the Robin's Calendar with your book closed.

11. Perhaps, if you would like to do so, your teacher will let you keep a record on the blackboard of the dates on which you first see the different birds. Later you could copy the record and put it in your bird book.

4. The Blue Jay and the Crow



[Conversation]

1. Of all the birds the blue jay is the greatest dandy. His coat is trim and neat, and he has a crest that makes him look proud. Where are his feathers blue? What do you notice about his markings?

2. Tell where you have seen a blue jay.

3. In spite of his fine feathers, the blue jay is not a great favorite. His voice is often rough, and he is something of a rogue. He screams and calls in a noisy way, and he steals other birds' eggs. How does he differ in these ways from a robin?

4. Tell what you know about a crow.

5. The crow is a thief and a very cunning one.

How does a farmer try to keep him from stealing his corn?

6. In what way is a crow like his cousin the blue jay? In what way is he different?

7. Tell why these words fit a blue jay; then think of words that fit a crow:

handsome

noisy

roguish

[Telling a story]

8. Think of other beginnings for a story:

The blue jay is a handsome bird, but other birds do not like him.

I have seen crows in the woods.

9. Be ready to tell a story about a blue jay or a crow. You may use one of these plans if you wish:

a. Use one of the beginnings in Exercise 8, or one of your own, and tell a story.

b. Make up a story about a crow's getting into mischief, or make up one about a blue jay.

c. Tell a story about a scarecrow.

[Written composition]

10. Make plans for writing your stories and for choosing the best ones for the class bird book.

[Writing dates]

11. Read this calendar. What dates are named?

A BLUE JAY'S CALENDAR

On May 1, a pair of blue jays built a nest.

On June 14, the baby blue jays hatched.

On June 30, the baby blue jays left their nest.

12. Write from memory the blue jay's calendar in Exercise 11; then open your book and correct your paper.

5. Woodpeckers



I

[Conversation]

1. The red-headed woodpecker is often seen drumming away at an old tree. "Rrrr rat-tat-tat" goes his bill as he pecks away. Tell, if you can, what he is looking for.

2. What besides his tapping helps you to tell a red-headed woodpecker? What is the color of his back? Of his breast? Of his head? Where does he build his nest?

3. The flicker is a large speckled woodpecker with yellow on his wings. The downy woodpecker is black and white. Tell which kinds of woodpeckers you have seen.

4. What habit has the woodpecker that makes it hard for you to get a good look at him?

5. Name words like *darting* that make you think of a woodpecker.

[Telling a story]

6. Plan a story telling your class some of the things that you know about a woodpecker. Choose *a* or *b*:

a. Use one of these beginnings, or one of your own, and tell a story:

You can easily tell a red-headed woodpecker.

A flicker is sometimes called a yellow hammer and sometimes a high-holder.

b. Make up a story telling how a father and mother woodpecker cared for their young.

7. As you listen to the stories, think of ways of improving them.

[Written composition]

8. Learn how to write *red-headed*, *woodpecker*, *tapping*, *hollow*, and other words used in your story and then write your story and draw a picture to go with it.

II

[Writing dates]

9. Show that you can write dates like these with your book closed:

WHEN I HAVE SEEN BIRDS

Monday, March 31, I saw a robin.

Tuesday, April 8, I saw a kingfisher.

Friday, April 18, I saw a bluebird.

Thursday, May 1, I saw a woodpecker.

6. Playing Sentence Games

[Composing in sentences]

1. QUESTION AND ANSWER GAME. Try to make a story out of the answers to each set of questions. If you are asked to give a story, you must do so without connecting the answers by *and*.

1. Where have you seen sparrows? How can you tell them?

2. Where do robins build their nests? What do they use for the outside of their nests? What do they use for the inside?

3. What bird that you know is a sweet singer? Which has an unpleasant way of screaming? Which is often heard tapping on wood?

4. What bird has gay colors in his coat? What one is dressed in plain colors? Which bird do you like the better?

5. Where have you seen pigeons? What have you seen them doing?

6. What bird with big, round eyes stays awake at night? What does it hunt for food?

7. Out of what does a farmer make a scarecrow? Where does he put a scarecrow? Why does he do so?

[Combining ideas]

2. SENTENCE PUZZLES. Any one called upon to do one of these puzzles must make one sentence out of the two given.

1. The robin has a red breast. It has a brown coat.

2. The bluebird comes from the south. It comes in March.

3. The crow steals corn. He takes it from the farmer's fields.

4. Sparrows build near a house. So do robins.

5. Hawks fly high in the air. So do eagles.
6. Birds help a farmer by eating bugs. They eat worms too.

[Writing in sentences]

3. Write stories made from at least four sets of answers in the QUESTION AND ANSWER game on page 93. Try to make each sentence sound well

4. Write the sentences made from the SENTENCE PUZZLES.

7. What Bird is Meant

[Making pictures with words]

1. Tell what bird is meant:

I sleep in the day time. At night after dark I come from my hiding-place. I have two large, round eyes and a sharp beak. I eat mice, bats, and little birds.

I build my nest under the eaves. I am seen often on the road, on telephone wires, and in trees and vines. As I dart about in my coat of striped brown, I twitter, chirp, and scold.

I am a dark gray bird about the size of a robin. Sometimes I sing the same songs that other birds sing. At other times I tease the cat by saying, "Meow! Meow!"

2. Show how you can improve this riddle about a crow:

I am a large bird. My feathers are black.

3. Name as many as you can of the birds in the picture on page 95; then make up a riddle for your



class to guess. Try to express your ideas in separate sentences and to make them interesting.

[Written composition]

4. Talk over some of the riddles given. Find ways of improving them so that they will be worth putting in your book about birds.

5. Improve your own riddle and then write it. When you have finished it, choose some one to go over it with you to make sure that it is correct; then give it to your teacher.

8. For the Story Hour

I

[Learning to study]

This story tells about a beautiful scarlet bird with black wings. Find out what happens.

WHO THE BIRD WAS

One hot day in July a bird perched at the very top of a tall hemlock. The blazing sun shone on his body and made it glow like fire.

"What a foolish bird to be out in the scorching sun!" cried Mother Robin to her husband. "He'll be sunstruck." She and Father Robin stood shading their eyes under the cool maple leaves to look up at him. "Who can he be?"

"I think, my dear," said Father Robin, "that I had better go up and tell him to come down."

"Oh," cried Mother Robin, "what would the birdlings and I do if anything should happen to you!" and she caught him by the tail just as he was flying off.

As Father Robin opened his mouth to answer, the scarlet bird spread shining black wings and flew into the sunshine singing,

"I love the sun, the light, the flame;
Scarlet Tanager is my name."

"Never fear for him," said Mother Robin. "The sun and he are good friends."

ANGELA M. KEYES

Be ready to tell some one thing that interested you in the story.¹

Try to tell the entire story in such a way as to bring out the fun in it.

¹ See footnote, page 16.

II

Find something to tell about each bird named in this poem:

BIRD TRADES

The swallow is a mason,
And underneath the eaves
He builds a nest and plasters it
With mud and hay and leaves.

Of all the weavers that I know,
The oriole is the best;
High on the branches of the tree,
She hangs her cosy nest.

The woodpecker is hard at work —
A carpenter is he —
And you may hear him hammering
His nest high up a tree.

Some little birds are miners,
Some build upon the ground;
And busy little tailors too,
Among the birds are found.

[Memorizing]

Practice reading the poem until you can read it well; then learn it.

9. Entertaining the Class

[Free review period]

Ask your teacher to let your class plan a bird party and tell stories about birds. Use the list on page 98 to help you in deciding what each boy and girl is to do.

- a. Read a story from the book made by the class.
- b. Show a picture of a bird and tell how the bird may be recognized.
- c. Give a riddle about a bird. Ask the class to guess it.
- d. Recite from memory a poem about a bird or sing a song about one.
- e. Retell *Wee Robin* or some other story about a bird. (See pages 14, 32, 79, and 96.)

Each child must prepare his part carefully and show that he can interest the class.

10. Review and Practice

[Pronunciation]

1. As you use these words in sentences, make sure that you pronounce them correctly:

don't you	Tuesday	picture
won't you	Wednesday	furniture
can't you	Saturday	nature

2. Review Exercise 1, page 82.

[Writing dates]

3. Show that you can write correctly:

Abraham Lincoln was born February 12, 1809.

George Washington was born February 22, 1732.

4. Write the present date.
5. Write the date on which your birthday comes this year.

[Stanza form]

6. Memorize the stanza on page 99; then show that you can write it correctly with your book closed.

BOB WHITE

When summer days are long
And rare is cheery song,
Then comes Bob-White.
Bob-White! Bob-White!

G. P. GUERRIER

II. Using Words Correctly

I. Test D. Second Form. Three Common Errors

Use words from this list to fill the blanks in the answers to the questions:

she her he him they — them

1. Is it Mary who has your book?
No, it isn't —
2. Is it Dick who has my pencil?
No, it isn't —
3. Is it the children in the kindergarten who are singing?
No, it isn't —

II. Test E. First Form. Asking Questions

Read the first question in each exercise; then copy and complete the second one:

1. *Was* Tom at school? — you at school?
2. *Has* Ruth done her work? — you done your work?
3. *Is* your brother going home? — you going home?
4. *Will* you go to the game? — I go to the game?
5. *Can* Fred play a violin? — he play for us, please?

III. Games

Be ready each day to play one of these games.

[Learning to say *were you*]

DUMB CRAMBO. Two boys or girls are sent from the room. They go through some action and then return. The other players take turns in guessing what they were doing. They ask questions like these, "Were you walking down the hall?" "Were you shaking hands?" "Were you changing hats?" "Were you talking?" "Were you whispering?" "Were you bending over?" "Were you standing on tiptoe?" "Were you standing on one foot?" The one who guesses the right action has the next chance to choose a partner and leave the room.

[Using *shall I*]

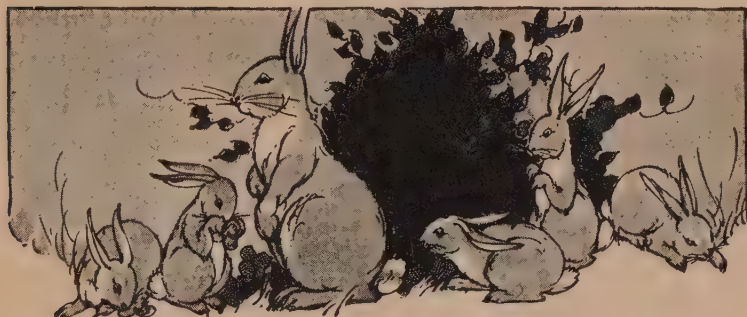
WARM or COLD. The person who is It is sent from the room. The other players decide on something that he is to do with a book. The one who is It is called. He tries to guess what he is to do. As he goes to different parts of the room, he asks, "Shall I lay the book on the table?" "Shall I put it on the window sill?" "Shall I put it in my desk?" Whenever he goes near the place where he is to put the book, the children tell him that he is getting warm. When he starts in a wrong direction, they say that he is getting cold.

[Saying *may I*]

PLAYING TEACHER. One child acts as teacher. The other players ask to do different things in the room. One player asks, "May I write on the board?" Another asks, "May I get a story book, please?" The teacher must give answers such as, "Yes, you may," or "No, but you may do it at recess." After answering the questions of a number of pupils, the teacher chooses some one to take his place.

Chapter VII—STORIES OF FOREST BABIES

I. Bunnies



[Conversation]

1. Rabbits living in the woods have brownish-gray fur, so that they cannot be seen as they play about in the brush. They are quick to hear. How does this help them to escape from their enemies? Why can rabbits run fast?

2. Rabbits make their homes where bushes are thick. Give the reason, if you can.

3. Tell your class other facts that you have noticed about rabbits.

4. Find what a mother rabbit teaches her young:

When a rabbit is half-grown, its mother teaches it how to protect itself. She warns it to keep near bushes so that it can hide when a hawk is seen flying overhead. She shows it how to escape from a dog by running across its own tracks or by jumping across a stream. These tricks make the dog lose the scent and give the rabbit a chance to get away.

[Making a story seem real]

5. How can you end this story to show that the rabbit had been well taught by its mother? Where will you have it go?

One day a little rabbit ran away from home. A hawk, high in the air, saw the little rabbit. The hawk said, "What a fat little rabbit that is! I should like to have it for my supper."

6. Choose *a*, *b*, or *c* and plan a story. Try to think of facts that will make the story seem real.

a. Tell a complete story about the little rabbit that ran away from home (see Exercise 5).

b. Tell a story using this beginning or one of your own:

You must be quick if you wish to get near a rabbit.

c. Make up a story about a mother rabbit giving a little rabbit a lesson. Tell where they went and what they did.

2. A Baby Raccoon.

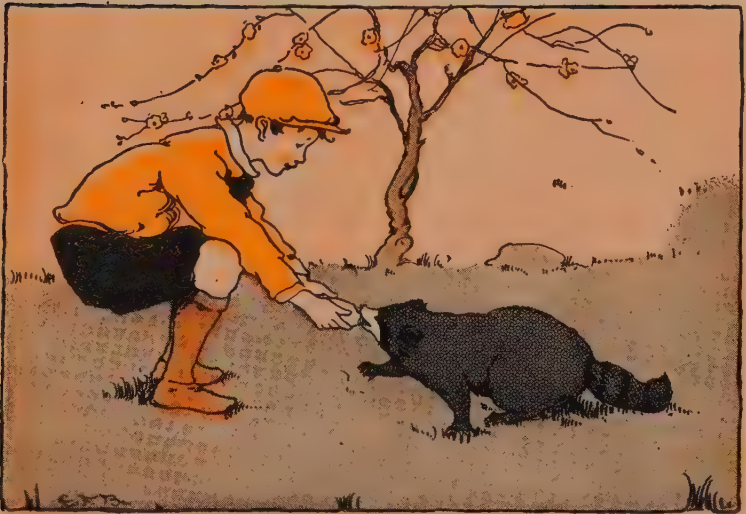
I

[Conversation]

1. The baby raccoon shown on page 103 has been taken from its home in the woods and made a pet. Should you like to feed it? Why or why not?

2. The raccoon's fur is brown tipped with white. What do you notice about the markings on Baby Raccoon's face? On its tail?

3. What shows that the raccoon will make a good climber when it is older?



4. Find out in what way a raccoon is like a little bear:

The raccoon is somewhat like a little bear. It has sharp eyes. It is clumsy. Its track looks like the print of a baby's hand. For food the raccoon eats berries, fish, and grubs. In winter it curls up in a hollow tree and goes to sleep. It is a good fighter when forced to fight, but usually it minds its own affairs.

[Making a story real]

5. Help your class to think of a good ending for this story. Tell only what could really happen.

One dark night a baby raccoon awoke from his sleep and looked out of the hole in the tree where he lived. He was very hungry. He wished that his father would bring home something to eat, a fat little mouse or a nice piece of fish.

6. In thinking out a story about a raccoon to tell your class, you may use one of these plans:

a. Tell in what ways a raccoon is like a little bear (see Exercise 4).

b. Use a beginning of your own or this one, and tell a story:

Don't make a mistake! Baby Raccoon is no kitten.

c. Make up a story like the one in Exercise 5, telling what happened to a baby raccoon.

7. As you listen to the stories told by others, try to think of ways of making them seem more real.

II

[Dividing words]

8. In the story in Exercise 4 the word *raccoon* is divided at the end of the third line. The word has two syllables. The first syllable is *rac*; the second syllable is *coon*.

This mark (-) is called a **hyphen**.

9. In the story the hyphen is used after *rac* to show that part of the word is on the next line.

10. Pronounce each word by syllables and tell how to divide it at the end of a line:

something
hungry
little

markings
hollow
kitten

berries
winter
mistakes

[Written exercise]

11. Write the words in Exercise 10 in two ways. Write them as given and then write them with a space between the syllables.

3. The Doe and her Fawn



[Conversation]

1. A mother deer is called a *doe*. Young deer are called *fawns*. What do you notice about the doe and her fawn in the picture?

2. The doe's coat is light brown or tan color. The fawn's coat is a soft gray, so spotted with white that, at a little distance, the fawn looks like a patch of shadow spotted with sunlight. This spotted coat helps the fawn to hide from its enemies. What can you say about the eyes of the deer? Of the way the deer hold their heads? What about their legs shows that the deer are good runners?

3. Deer are timid animals. Why do they live in the woods? What do you think happens when deer become frightened?

4. Tell one thing about deer that you have seen in the park or elsewhere.

[Making a story real]

5. Try to think of an ending for this story. Choose one that could really happen:

One day a mother doe was standing with her little fawn beside her when she heard the sharp bark of a dog. "What can I do to save my fawn?" she thought. "I must lead the dog away."

To her fawn she said, "Lie down in the thick bushes and be quiet. I'll come back to you."

6. Think out a story to tell your class. Choose *a*, *b*, or *c*:

a. Tell a complete story about the doe (see Exercise 5).

b. Use a beginning of your own or this one and tell a story about a fawn:

Fawns are timid.

c. Give a talk describing a deer and telling something of its habits, or make up an interesting story that might be true.

7. As you listen to the stories, decide which ones you would like to hear again. Tell how they might be improved, and then ask to have them given as part of a program made from the exercises on page 112.

[Written composition]

8. Learn how to write *doe*, *slender*, *fawn*, *spotted*, *timid*, *swift*, and other words used in your story.

9. Improve your story and then write it. Try to make it good enough to use in the program.

II

[Dividing words]

10. Only words of two or more syllables may be divided at the end of a line. The word *write* may not be divided. The word *written* may be.

11. Which of these words may be divided?

slender	called	frightened
spotted	feared	runner
forest	fawn	standing
woods	animal	wished
playful	river	heard
timid	caught	waiting

[Written exercise]

12. Copy the words in Exercise 11 that may be divided at the end of a line. Leave spaces between the syllables.

4. Playing Sentence Games

[Composing in sentences]

I. QUESTION AND ANSWER GAME. Use these questions and play the game described on page 13. Try

to make a story from the answers to each set of questions.

1. Where do foxes live? How can you tell them from other animals?

2. What does a bear like to eat? Where does it sleep?

3. Where do rabbits hide? Why is it hard to catch them?

4. What do squirrels gather in the fall? Where do they store them? What do they do with them later?

5. How is a baby raccoon's coat marked? How is a fawn's coat marked?

6. What wild animals that you know about are timid? Which are good fighters?

[Combining ideas]

2. SENTENCE PUZZLES. Try to make one sentence out of those in each exercise:

1. A rabbit is quick to see. It is quick to hear.

2. Does are timid. Fawns are timid.

3. A deer is a swift runner. It is a good jumper.

4. A mother fox teaches her baby foxes how to hunt. She teaches them where to hide.

5. Bears sleep all winter. They sleep in caves or hollow logs.

6. Bears are clumsy. Raccoons are clumsy.

7. Deer live in the woods. Bears live in the woods. Foxes live in the woods.

[Writing in sentences]

3. Write the answers to at least four sets of questions given in the QUESTION AND ANSWER game. Try to make each story sound well.

4. Write the sentences made from those in the SENTENCE PUZZLES.

5. What Animal is Meant?



[Making pictures with words]

Name as many as you can of the animals in this picture; then be ready to tell the ones meant in these riddles.

There is an animal about the size of a dog. It has a sharp nose and a long bushy tail. Its home, which is in the ground, has two entrances safely hidden by bushes. What animal is it?

In the water there lives a small animal. On warm days it sits on rocks or sand to sun itself. It is very slow, but it has a right to be, for it carries its shell house around with it.

I am thinking about a very small animal that is kept in a cage. It has pink eyes, a pink nose, pink claws, pink ears, and a pink tail. It sleeps during the day but is awake at night. Its name spelled backward is *etihw esuom*.

Try to improve this riddle by telling something more about the animal meant.

In the woods lives a slender animal with branching horns.

Be ready to give a riddle of your own for the class to guess. Express your ideas in separate sentences and make each as interesting as you can.

6. For the Story Hour

[Learning to study]

You can see from this story that a mother of forest babies will face great danger in order to protect her young.

MOTHER PARTRIDGE AND HER CHICKS *

Mother Partridge came through the woods with her twelve tiny chicks. The little ones were no larger than acorns. "Peep! peep!" they cried when left even a few inches behind their mother.

As Mother Partridge and her brood came near some bushes, she saw an old fox coming toward her.

"Hide! Hide!" said Mother Partridge to her little ones, and each little chick hid itself safely away among the leaves.

When the little ones were hidden, Mother Partridge flew toward the fox and fell in front of him, pretending to have a broken wing. "I'll catch you!" thought the fox, but when he snapped at her, to his surprise, no partridge was there. She had fluttered just far enough to be out of his way. Again and again he snapped and again and again he missed her. Each time Mother Partridge fluttered before the fox, she

* Adapted from *Redruff*, by Thompson-Seton.

led him farther from her chicks. When the fox was at a safe distance, Mother Partridge suddenly rose in the air and flew back to her little ones.

"Kreet! Kreet! Come! Come!" she called, and out from their hiding places came the twelve baby chicks.

Take turns with others in telling what interested you in the story.

[Story-telling]

The little partridges must have been frightened when their mother told them to hide, and they must have been glad when she returned to them. If you were to tell a story of what one of the little partridges felt and did, what should you say?

The fox could not have liked being deceived by Mother Partridge. What could you put into a story about the fox?

Choose *a*, *b*, or *c* and be ready to tell a story:

a. Tell in your own words the story of Mother Partridge and her chicks.

b. Tell the story of what one of the baby partridges did and felt.

c. Tell what the fox tried to do and how foolish he felt when he found out that he had been fooled by Mother Partridge.

7. Choosing a Way to Entertain the Class

[Free review period]

With the help of the list on page 112, find a way to entertain your class. Choose something different from what others choose so that the program will be interesting.

- a. Tell a story about watching an animal,
- b. Read a story that you have written about a rabbit, a raccoon, or a deer.
- c. Recite a poem.
- d. Show a picture of an animal and tell a story to go with it.
- e. Read a story made up and written at home.
- f. Give a riddle like one of those on page 109.
- g. Tell a story that you have heard about an animal.
- h. Tell the story of one of Mother Partridge's chicks; or of the fox.

If you decide to tell a story, try to give facts that will make it seem real.

8. Review and Practice

[Pronunciation]

1. As you use each word in a sentence, pronounce it correctly:

animal
raccoon

yesterday
partridge

enemies
partner

[Dividing words]

2. Show how to divide each word by syllable:

hungry
little
hollow

kitten
berries
winter

standing
spotted
yesterday

9. Using Words Correctly

I. Test E. Second Form. Asking Questions

Read the first question in each exercise on page 113, and then copy and complete the second one:

1. *Will* Mary wait for you? — I wait for you?
2. *Is* Fred going away? — you going away?
3. *Was* Ruth at school? — you at school?
4. *Has* Henry seen my brother? — you seen my brother?
5. *Can* you skate? — I go skating with you, please?

II. Test F. First Form. Telling What has Happened

Copy the second sentence in each exercise. If the first sentence says *The boy threw the ball*, the second one should say *The boy has thrown the ball*.

1. The bell *rang*. The bell has —.
2. The children *did* their work. The children have — their work.
3. The boy *ran* a mile. The boy has — a mile.
4. Warm days *came*. Warm days have —.
5. The birds *went* north. The birds have — north.
6. The horse *broke* its halter. The horse has — its halter.
7. We *saw* birds building nests. We have — birds building nests.
8. We *began* new work. We have — new work.

III. A Game to Play Daily

[Using the right word with *have*]

MUSHPOT. In playing Mushpot, the leader calls upon the players to read the sentences in Test F and to complete them. He calls for No. 4 and gives Mary's name. If in giving No. 4 Mary makes a mistake, she must go into the mushpot (a corner of the room) and stay until she corrects an error made by another player.

Chapter VIII — A CHILD'S GARDEN OF VERSES

I. The Land of Story-Books

[Conversation]

1. Sometimes such strange things happen in story-books that it is fun to act them out. Did you ever play Indian, hunt lions, or play anything else that happened in a story? What other things have you done in playing at make-believe?

2. As your teacher reads this poem, listen to find out what fun a boy is having:

THE LAND OF STORY-BOOKS

At evening when the lamp is lit,
Around the fire my parents sit;
They sit at home and talk and sing,
And do not play at anything.

Now, with my little gun, I crawl
All in the dark along the wall,
And follow round the forest track
Away behind the sofa back.

There, in the night, where none can spy,
All in my hunter's camp I lie,
And play at books that I have read
Till it is time to go to bed.

There are the hills, there are the woods,
There are my starry solitudes;

And there the river by whose brink
The roaring lions come to drink.

I see the others far away
As if in firelit camp they lay,
And I, like to an Indian scout,
Around their party prowled about.

So, when my nurse comes in for me,
Home I return across the sea,
And go to bed with backward looks
At my dear land of Story-Books.

STEVENSON

3. How can you tell that it is a little boy and not a little girl who is talking in the poem? What shows that the boy is good at make-believe?

4. Try to answer these questions. Do not read the stanzas unless you need to:

Stanza 1. Where were the little boy's father and mother sitting?

Stanza 2. Where did the little boy crawl first? Where did he go after that? What kind of track did he pretend he was crawling along?

Stanza 3. What was he playing as he lay back of the sofa.

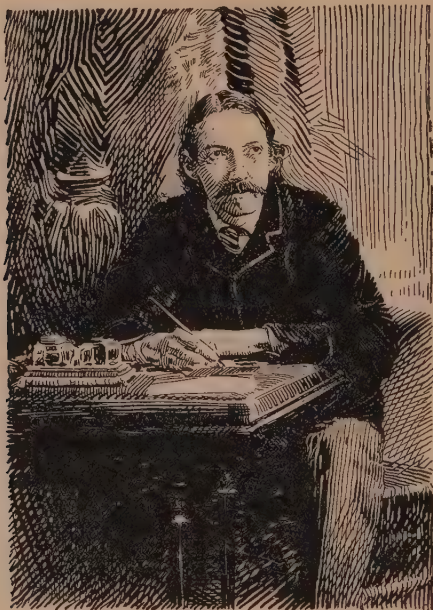
Stanza 4. The word *solitudes* means lonely places. What kind of solitudes are mentioned which show that the little boy was pretending he was out-of-doors? What made the danger here?

Stanza 5. What made the others seem far away? In what danger were they?

Stanza 6. What shows that the boy did not like to give up his play and go to bed?

5. Reread the poem and then draw a picture for it. Before you show your drawing, tell the class what you tried to do.

2. Robert Louis Stevenson



[Conversation]

1. *The Land of Story-Books* was written by a man whom every one admires because he knew how to overcome difficulties. This story tells about him.

ROBERT LOUIS STEVENSON

Robert Louis Stevenson was born across the ocean in Scotland. He was an only child and not very strong. When he was little, he often had to play by himself and sometimes, when the weather was bad, he had to stay in bed. He was never cross. He thought of interesting things to do, and kept himself happy. Sometimes he played he was in the Land of

Story-Books, and at other times he made up games with his soldiers and other toys.

When Stevenson grew up, he remembered about the fun that he had had as a boy. He decided to write a book for children and to tell them about his play. This book, as you probably know, is called *A Child's Garden of Verses*.

For the very beginning of the book, Stevenson wrote a poem about his nurse whom he remembered and loved.

2. Be ready to tell your class something that you learned in the story about Stevenson.

3. Some of the best-known poems from *A Child's Garden of Verses* are given in this book on pages 114, 119, 120, and 121. Other well-known ones are *My Shadow*, *The Wind*, *A Good Play*, *The Land of Counterpane*, *Foreign Children*, and *The Sun's Travels*. Which of these do you know?

4. In order to help your class learn more about Stevenson and his book for children, try to do one of these things:

a. Tell in your own words the story given on page 116.

b. Find a poem by Stevenson that you like. Tell its name and what the poem is about.

c. Show your class a copy of *A Child's Garden of Verses* and tell them about the book.

[Review. Writing names]

5. Look at the story on page 116 again. Study the names; then be ready to write Stevenson's full name, the name of the land in which he was born, and the name of the book mentioned. What rules for the use of capitals should you keep in mind?



3. Playing Soldier

[Conversation]

1. After watching soldiers march on the Fourth of July, or at other times, perhaps you have played soldier and know what a good time can be had in such play.

2. In Scotland where Stevenson lived, and elsewhere, a soldier who has fought in many battles is called a grenadier (gren-a-dier). How straight do you think a grenadier would stand?

3. Soldiers have to keep wide-awake so that they can hear commands; that is, they have to be *alert*. They have to march in a soldier-like, or *martial* manner. Remember that *alert* means *wide-awake*, and *martial* means *like a soldier*.

4. Show that you can do all of these things:

Stand as straight as a grenadier.

Be alert when your teacher gives a command.
March in a martial manner.
March double-quick.

5. A Scottish soldier wears kilts, a plaid, or scarf, and a three-cornered cap called a highland bonnet. Point them out in the picture.

6. Notice that the soldier's hat is put on one side of his head, or *cocked*.

[Dramatization]

7. In this poem, Stevenson tells about some boys and girls in Scotland playing soldier.

MARCHING SONG

Bring the comb and play upon it!
Marching here we come!
Willie cocks his highland bonnet,
Johnnie beats the drum.

Mary Jane commands the party,
Peter leads the rear;
Feet in time, alert and hearty,
Each a grenadier!

All in the most martial manner
Marching double-quick;
While the napkin, like a banner
Waves upon the stick!

Here's enough of fame and pillage,
Great commander Jane!
Now that we've been round the village
Let's go home again.

8. If your class were to act the *Marching Song*, what should you need? What should you do?

4. Some Short Poems to Learn

I

1. These short poems were written by Stevenson for *A Child's Garden of Verses*. After you have read them, perhaps, you can think of ways of using them in a Stevenson entertainment.

HAPPY THOUGHT

The world is so full of a number of things,
I'm sure we should all be as happy as kings

WHOLE DUTY OF CHILDREN

A child should always say what's true
And speak when he is spoken to,
And behave mannerly at table;
At least as far as he is able.

SINGING

Of speckled eggs the birdie sings
And nests among the trees;
The sailor sings of ropes and things
In ships upon the seas.
The children sing in far Japan,
The children sing in Spain;
The organ with the organ man
Is singing in the rain.

AT THE SEASIDE

When I was down beside the sea
A wooden spade they gave to me
To dig the sandy shore.

My holes were empty like a cup.
In every hole the sea came up,
Till it could come no more.

RAIN

The rain is raining all around,
It falls on field and tree.
It rains on the umbrellas here
And on the ships at sea.

WINDY NIGHTS

Whenever the moon and stars are set,
Whenever the wind is high,
All night long in the dark and wet,
A man goes riding by.
Late in the night when the fires are out,
Why does he gallop and gallop about?

Whenever the trees are crying aloud,
And ships are tossed at sea,
By, on the highway, low and loud,
By at the gallop goes he;
By at the gallop he goes, and then
By he comes back at the gallop again.

2. Plan what you might do to act *At the Seaside*.
What could you do as you say the poem *Rain*?

3. Try to learn one of the poems so that, if you are asked to give it at the entertainment, you will be ready to do so.

II

[Review. Use of capitals]

4. If you were to write the poem called *At the Seaside*, what rules for capitals should you keep in mind?

5. Study *At the Seaside*, and then, after closing your book, write both the title of the poem and the poem.

5. A Stevenson Entertainment

This program for a Stevenson Entertainment was used by a third-grade class. It may help you in planning your own.

PROGRAM

1. *Marching Song* acted by the class
2. Stories of what Stevenson did as a boy
3. Story of *A Child's Garden of Verses*
4. Poems given from memory

<i>The Sun's Travels</i>	<i>Happy Thought</i>
<i>Windy Nights</i>	<i>Whole Duty of Children</i>

5. Poems acted

A boy or girl with a little pail and shovel recites *When I Was Down Beside the Sea*.

A child under an umbrella imitates walking in the rain as he recites *Rain*.

Four children wearing headdresses take the part of the Indian, Eskimo, Turk, and Japanese in *Foreign Children* while another child speaks to them in the words of the poem.

6. The class marches out to the sound of a comb and a drum.

[Review—Letter form]

Think of some one whom you would like to invite to the entertainment; then plan a letter like this one:

Dear Richard,

We have been learning some poems from *A Child's Garden of Verses*. On Friday, June 15, at two o'clock, the Third Grade will give a Stevenson entertainment. I hope that you can come to it.

With love,
Frank

6. Review and Summary

[Pronunciation]

1. Review Exercise 1 on pages 18, 35, 50, 67, 82, 98, and 112.

2. Choose a classmate and hold a telephone conversation with him about playing ball, going for a drive, or having a good time in some other way. Make your conversation interesting, but show at the same time that you are careful in the pronunciation of words.

[Punctuation]

3. Tell what marks of punctuation are missing:

June 15 1927

Dear Tom

How should you like to come for a visit on the farm I have over a hundred little chickens that you could help me take care of Your grandfather has some calves, some lambs, and a little colt Shouldn't you like to see them

With love

Grandmother

4. Copy the letter, putting in the marks of punctuation that are needed. Keep these rules in mind.

Use a comma to separate the parts of a date.

Use a comma after a greeting such as "Dear Tom."

Use a comma after an ending such as "With love."

Use a period at the end of each sentence that is a statement.

Use a question mark at the end of a question.

[Writing a letter]

5. Your teacher will be glad to hear about your

vacation plans. Are you expecting to be at home or are you going away? Write your teacher a letter.

[Use of capitals]

6. Of course, you will wish to have your letter correct in every way. Read it through carefully. Keep these rules for capitals in mind:

Begin the first word of the greeting and of the ending with a capital.

Begin the first word in each sentence with a capital.

Begin all names with capitals.

Write the word *I* as a capital.

[Writing a story]

7. Think over the interesting things that the class has done this last year. Choose one thing to tell about and write a story that you would like to keep.

As you plan your story, show that you can:

Keep to one story and tell enough facts to make it interesting.

Make the thought clear.

8. As you write your story, show that you have learned to keep these directions in mind:

Begin each important word in a title with a capital letter.

Set in from the margin the first word of the first line.

Keep the left-hand margin of the paper even.

Divide a word at the end of a line between two syllables.

Write in separate sentences.

Spell all words correctly.

7. Using Words Correctly. Review for the Second Half Year

I. Test D. Third Form. Three Common Errors

Use these words to complete the answers to the questions:

him he her she them they

1. Is it Frank who is knocking? No, it isn't
——
2. Is it Ruth? No, it isn't ——
3. Is it the boys? No, it isn't ——

II. Test E. Third Form. Asking Questions

Read the first questions in each exercise; then copy and complete the second one:

1. *Will* you come early? —— I come early?
2. *Is* Helen going? —— you going?
3. *Was* Dick at the ball game? —— you at the game?
4. *Has* Robert done his lessons? —— you done your lessons?
5. *Can* Tom row a boat? —— I go for a boat ride with him, please?

III. Test F. Second Form. Telling What has Happened

Copy and complete:

1. The boy *ran* a race. The boy has —— a race.
2. The winner *broke* his record. The winner has —— his record.
3. The girls *came* to school. The girls have —— to school.
4. The bell *rang*. The bell has ——.
5. We *did* our work. We have —— our work.
6. The child *went* home. The child has —— home.
7. I *saw* a ship. I have —— a ship.

A Vacation Reading List

Animal Tales

Cock, Mouse, and the Little Red Hen. Félicité Lefèvre
 Merry Animal Tales. Madge A. Bigham
 Reynard the Fox. Louise Smythe
 So-Fat and Mew-Mew. Georgiana Craik
 Tale of Peter Rabbit. Beatrix Potter

In the Country

Cherry Tree Children. E. A. and M. F. Blaisdell
 Good Times on the Farm. Ethel C. Dietz
 In the Green Fields. Zoe Meyer
 Peter and Polly in Summer. Rose Lucia
 Work-a-day Doings on the Farm. E. L. and V. Evans

Stories about Other Children

Eskimo Stories. Mary E. Smith
 Ned and Nan in Holland. Olmstead and Grant
 Red Feather. Margaret E. Morcomb
 Stories of the Red Children. Dorothy Brooks

Fairy Tales

Grimm's Fairy Tales. Grimm
 Japanese Fairy Tales. Teresa P. Williston
 Little Red Riding Hood. Andrew Lang
 Cinderella. Andrew Lang
 Jack the Giant Killer. Andrew Lang

Poems and Songs

A Child's Garden of Verses. Robert Louis Stevenson
 Posy Ring. Kate Douglas Wiggin
 A Silver Penny. Blanche J. Thompson.
 Mother Goose Nursery Rhymes Set to Music. J. W. Elliott
 Fourteen Songs. A. A. Milne

Summaries

1. Preparing a Talk

Choose as a subject something about which others will like to hear.

Do not try to tell about too many things at one time. Select one point or event and make a connected story of what you have to say. Tell enough to make the point clear, but do not put in parts of other stories. Keep to the point.

As you rehearse your talk, make the story seem real. Select the best words possible and use sentences that are full of life.

2. Giving a Talk

Try to interest your listeners and to make a good impression.

Stand firmly on two feet in an easy, quiet position.

Use a pleasant, low voice, but speak so that every one can hear you. Pronounce your words distinctly.

Give your talk without hesitation.

3. Listening to a Talk

Encourage the speaker by giving close attention to what he says. Sit quietly and keep your eyes in his direction.

As you listen, compare your ideas with those of the speaker. Perhaps later you can add something to what he has to say.

If any one needs help, be ready to give it to him in a courteous way. Do not find fault with him. Tell him *what to do* rather than *what not to do*.

4. Making a Paper Look Neat

To make a paper look neat, you should keep the margins even and space your writing so that no words are crowded.

Write your name in the upper right-hand corner.

Write the title of the paper so that the space to the right and the one to the left are about equal. Leave an empty line above and below the title.

Make the left-hand margin an inch wide and the right-hand margin half an inch wide.

Set in the first line of each paragraph an inch from the margin. Leave a space between sentences equal to the width of the letter *m*.

Grade 4

Robert Colby

The Chipping Sparrow

Saturday I heard a chipping sparrow. It was saying, "Chippy, chippy, chippy." The bird was in my chestnut tree. I watched to see what he would do, but he stood there saying, "Chippy, chippy, chippy."

I wished to see more of him, so I opened my window. It frightened the bird, and he flew away.

5. Dividing Words

In dividing a word at the end of a line, divide it between syllables. Divide the word *careful* in this way *care-ful*; divide the word *letter* thus *let-ter*. Words of one syllable should never be divided. Do not divide such words as *learned*, *laughed*, or *walked*.

6. Correcting Errors

Form the habit of looking a paper through after completing it.

Make sure that it is written in separate sentences without unnecessary *and's*.

Look at the spelling, the use of capitals, and the marks of punctuation.

If you are not sure of the spelling of a word, turn to the list of words on page 137 or use your dictionary.

For rules for capitals and marks of punctuation, turn to page 130.

See that the paper contains no errors in the use of words.

Turn to the list in Exercise 5, page 7, for errors that you should never let pass.¹

If you find an error in a word, correct it. If your paper is written in pencil, erase the error neatly; if it is written in ink, draw a line carefully through the word and write the correct word above it.

¹ This list of common errors takes for granted that pupils know that they should not use such words as *aint*, *haint*, *youse*, *yourn*, *his'n*, *her'n*, *hissself*, *busted*, *this here*, *that there*, and *them things*. It takes for granted also that they have been taught not to use *says* for *said*, *give* for *gave*, or *ask* for *asked*.

7. Rules for the Use of Capital Letters

Begin with a capital letter:

The first word of a sentence.

All proper names.

The word *God* and all other sacred names.

The first word and all other important words in the title of a book or story.

The first word in each line of poetry.

The first word of words quoted.

The first word of the greeting in a letter and the first word of the ending.

Write the word *I* as a capital.

8. Rules of Punctuation

Use a period:

At the end of each sentence that is a statement.

At the end of an abbreviation.

After initials in names.

Use a question mark at the end of a question.

Use an exclamation point after a word or sentence showing surprise.

Use a comma:

To separate the parts of a date.

To separate the parts of an address.

To set off words quoted.

To set off such words as *yes*, *no*, and *please*, when they may be omitted from a sentence.

After the greeting and after the ending of a letter.

9. Letter Form

In writing a letter, try to place it **on the paper** so that it will look well.

Make the upper margin about an inch and a half wide. Make the left-hand margin about half an inch wide, and the right-hand margin a quarter of an inch wide.

Set the first word of each paragraph in from the margin about an inch.

In closing a letter, begin the words *With love* or *Sincerely yours* at a point halfway across the page. Sign your name beneath about half an inch to the right.

Madison, Wisconsin

August 7, 1928

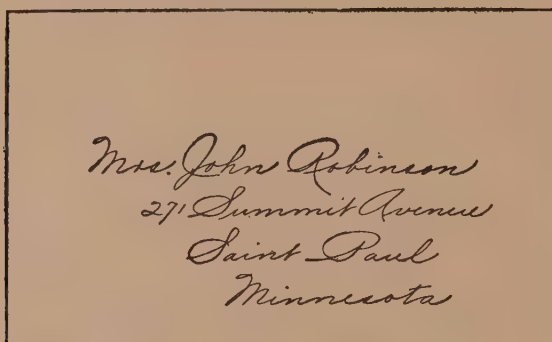
Dear Daddy,

Mother has gone to a meeting and the boys are away fishing. It is lonesome here without you. When are you coming home?

I liked the book that you sent me and I thank you for it. I have read it through twice.

With love,
Dorothy

10. Addressing an Envelope



In addressing an envelope, avoid crowding the name and address. Write the first line of the address so that the space at the left and the space at the right are about equal. Place this line a little above the middle of the envelope.

Notice that each line that follows is written so that it is farther to the right than the line above it. Make the lines form even steps at the left, each a half inch wide.

11. A List of Abbreviations

January	Jan.	Mister	Mr.	North	N.
February	Feb.	Mistress ¹	Mrs.	South	S.
August	Aug.	Doctor	Dr.	East	E.
September	Sept.	Street	St.	West	W.
October	Oct.	Avenue	Ave. or Av.	Northeast	N.E.
November	Nov.	Road	Rd.	Southwest	S.W.
December	Dec.				

¹ When abbreviated in this way *Mistress* is pronounced *Misses*.

12. Composition Score for the Third Grade

To tell how good a composition is, try to answer these questions, and then compare the composition with the one below and with those given on pages 134 and 135.

Questions

1. **Subject.** Is the subject of the composition something about which others would like to hear?

2. **Plan of story.** Does the composition form a connected story about *one* thing or is it just a list of facts?

3. **Keeping to the point.** Is enough said to make the point clear? Does everything in the composition belong to the same story?

4. **Sentences.** Is the story told in separate sentences? Do the sentences sound interesting?

5. **Words.** Are all words used correctly? Are they the best ones that could be chosen?

Compositions

These compositions are *fair*. What John said about the fireworks is interesting, but he should have told more. Mary's composition would have been better if, instead of giving a list of things that she had done, she had told a story about some one thing, such as putting a room in order.

The Fourth of July I went to Manasquam. We had supper on the beach. There were fire works. The rockets were very pretty. They went right over the water.

John S.

I made some cookies at home all alone. I went visiting at my grandmother's and I made some cake. I swept the floor with my little broom. I helped my mother clean the house. I dusted the chairs. I made some candy.

Mary D.

These compositions are *good*. The subjects are interesting. The compositions are planned so that each forms a story about one thing. Both are written in separate sentences and without mistakes.

Last night I was in our storeroom. I saw my cat near the closet door. She mewed and I let her into the closet and there I saw two baby kittens. They didn't have their eyes open. They were only a few days old.

Robert A.

Last week I went to a birthday party. I took the girl a doll. First we played games. Then we had things to eat. After we had finished eating, the girl's mother brought out a big paper snowball. Ten ribbons were on it and each one of us pulled a ribbon and a prize came out. I drew a man playing a drum.

Anne D.

These compositions are *excellent*. The first one gives a clear idea of a storm. The second tells an interesting story of how a boy went fishing with his father. The third one is a lively account of a game.

We were in school when it began to snow. The next day it snowed so very hard I could not go out. There were deep, deep drifts everywhere and the icicles on my roof were very, very long. When night came the trees sparkled. I liked to look at them.

Ruth M.

Every summer I go up to a farm in Vermont. Later in July, my father comes up. Often we go fishing together. There is a little brook very near and it is full of trout. One time we went down and Daddy got a great bite. He began to pull when "plop" the fish dropped right back into the water and swam away. Daddy and I went home and told about it.

Kittredge W.

One stormy day when my sister and I were tired of our toys, my sister suggested that we play the animal guessing game.

"Mine first," I said. "I really live in the jungle, but you can find me in Franklin Park. I have a long tail in front and a short one in back. I use the long tail to eat peanuts that the children give me. Now guess what I am!"

Hannah C.

Third-Grade Program in Form Study and Correct Usage

UNIT No. 1

1. Writing a Statement, page 4, Exercises 10, 11, 12; page 5, Exercises 13, 15.

2. Using Words Correctly, page 5, Exercises 1, 2, 3, 4; page 7, Exercises 5, 6, 7, 8, 9, 10; page 8, Exercise 11.

3. Paragraph Form, page 13, Exercises 2, 3.

4. Capitalization and Punctuation, page 19, Exercises 4, 5.

5. Using Words Correctly,¹ Test A, First Form, page 20; Game, page 20.

UNIT No. 2

1. The Use of *Is* and *Are*, page 26, Exercises 7, 8; page 28, Exercises 9, 10.

2. Writing in Sentences, page 29, Exercises 3, 4, 5.

3. Contractions, page 34, Exercises 9, 10, 11.

4. Review and Practice, page 35, Exercise 3; page 36, Exercise 4.

5. Using Words Correctly,¹ Test A, Second Form, page 36; Test B, First Form, page 36; Three Games, pages 36, 37.

¹ Any one making an error in a test should either get some one to play the game following the first form of the test, or he should make a list of five or more sentences used in playing the game.

UNIT NO. 3

1. Use of *A* and *An*, page 42, Exercises 7, 8, 9; page 43, Exercises 10, 11, 12.

2. Use of *Was* and *Were*, page 45, Exercises 9, 10; page 46, Exercises 11, 12, 13.

3. Writing in Sentences, page 47, Exercise 3.

4. Review and Practice, page 50, Exercise 3; page 51, Exercises 4, 5.

5. Using Words Correctly,¹ Test B, Second Form, page 51; Test C, First Form, pages 51, 52; A Game to Play Daily, page 52.

UNIT NO. 4

1. Using Capitals in Titles, page 54, Exercise 6; page 55, Exercises 7, 9; page 56, Exercises 4, 6, 7.

2. Writing Words Showing Ownership, page 58, Exercises 6, 7, 8, 9; page 59, Exercises 10, 11.

3. Writing in Sentences, page 60, Exercises 3, 4.

4. Review and Practice, page 68, Exercises 4, 5.

5. Using Words Correctly.¹ Review Test A, Third Form, page 68; Test B, Third Form, page 69; Test C, Second Form, page 69; Contest, page 60.

UNIT NO. 5

1. Expressing Surprise, page 73, Exercises 11, 12, 13, 14, 15, 16, 17.

2. Exclamations, Questions, Statements, page 76, Exercises 9, 10, 11.

3. Writing in Sentences, page 78, Exercises 3, 4.

4. Review and Practice, page 82, Exercises 2, 3.

5. Using Words Correctly, Test C, Third Form,¹ page 82, 83; Test D, First Form, page 83; Game, page 83.

UNIT NO. 6

1. Writing Dates, page 88, Exercises 9, 10; page 91, Exercise 12; page 92, Exercise 9.

2. Writing in Sentences, page 94, Exercises 3, 4.

3. Review and Practice, page 98, Exercises 3, 4, 5, 6.

4. Using Words Correctly,¹ Test D, Second Form, page 99; Test E, First Form, page 99; Games, page 100.

UNIT NO. 7

1. Dividing Words, page 104, Exercises 8, 9, 10, 11; page 107, Exercises 10, 11, 12.

2. Writing in Sentences, page 108, Exercises 3, 4.

3. Review and Practice, page 112, Exercise 2.

4. Using Words Correctly,¹ Test E, Second Form, pages 112, 113; Test F, First Form, page 113; A Game to Play Daily, page 113.

¹ See footnote page 135.

UNIT No. 8

1. Review. Writing Names, page 117, Exercise 5.

2. Use of Capitals, page 121, Exercises 4, 5.

3. Punctuation, page 123, Exercises 3, 4.

4. Writing a Story, page 124, Exercises 7, 8.

5. Using Words Correctly. Review Test D, Third Form, page 125; Test E, Third Form, page 125; Test F, Second Form, page 125.

Words Often Misspelled

above	busy	football	laugh	quick
absent	careful	fruit	lessons	quiet
afraid	caught	funny	listen	right
afternoon	chimney	garage	loaf	road
all right	circle	grocer	mail	rough
animal	clean	half	minute	saying
anyone	climb	handle	morning	study
anywhere	cloud	heard	mountains	sure
awake	coal	heart	movies	surprised
baseball	coat	heavy	noise	their
bear	colors	help	north	there
beautiful	dollar	honest	o'clock	toward
becomes	dozen	hotel	only	truly
blue	drive	ice cream	ought	very
bought	empty	instead	ounce	weigh
breakfast	engine	iron	parents	weather
breath	evening	knew	peace	which
bridge	excuse	knife	people	writer
brother	fireman	knock	pitcher	writing
build	flour	know	potato	wrong

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